





## Preparing for the hustings

As the election approaches, the major parties are busy unmasking their manifestos. As Lucy Hodges shows on page 5, the outline of the Conservative election campaign in education is becoming clearer, and Mr Narman St John-Stevens is doing his best to assure the public that the view which has been voiced in recent months.

On education, as an other rapier, the Conservatives are more divided than in any recent election. There is no magic formula which can eliminate the sharp differences of emphasis between Mr St John-Stevens and Dr Rhodri Iwan Jones, yet these two, say, James and Leicestershire, are the best approach to secondary education. The Conservative answer to such examples of divergent thinking is to stand on the right of local authorities to determine policy. This makes difficulties for robust national politicians who want to be seen to have said, or in this case, to have said in their veins who really believe they have when they say about the ability grouping and grammar schools. But, while the Conservatives share all the political inclinations which have produced the present interventionist mood at the Department of Education and Science, Mr St John-Stevens and Dr Rhodri Iwan Jones, his party would get into it had they found a strong and coherent policy in comprehensive schools and then impose it nationally. Repeal of the 1976 Act will localize the issue and get a Tory government off the hook, so it is to be expected.

The most significant item in the manifesto, as far as the schools are concerned, is likely to be the commitment to universal testing at specified ages in the primary and secondary school. This will be couched in cautious and imprecise terms.

A continuing source of confusion

## In a special category

The case of Miss Margaret Jones, the unmarried headmistress of Hedley Waler School, at Brentford, in Essex, who is about to have a baby, combines many of the elements which go to make a popular news story. The public mores are put to the test. A figure of authority is challenging the limit of the permissive society. The school governors have invited parents to say what they think about it. According to reports, Miss Jones has headed the issue in the following blunt terms: "After all the publicity that has been received, one of the crucial factors is going to be whether people feel that head teachers are still in a special category, where they are allowed to behave in a certain way which is not open to the rest of the community. It is a simple matter of history that not many years ago had a similar incident occurred, the school would have been promptly deman-

## Limits on class size

A few years ago, teachers' unions in Scotland fought a bitter campaign against overlarge classes and "over-teaching" which, they claimed, was a major cause of the decline in standards. The result was the reorganisation of classes to eliminate the largest and the smallest and things settled down to the new arrangement. Lubricated by the "Lighthouse" settlement. A defeat for the executive at the Educational Institute for Scotland's conference in Edinburgh last Friday (page 4) showed that tempers are again rising on this issue.

The reason is familiar enough to both sides of the Jordan. As schools roll on, so there has to be a continuing reallocation of staff and pupils. In order to maintain the maximum class size and to prevent total staffing from being stretched to the limit, the

The International Baccalaureate provides a working model of a curriculum that is similar, yet significantly different, to the N and F concept of a broadened sixth-form curriculum. A.D.C. Peterson finds the comparison illuminating

## N and F international

One way in which the International Baccalaureate curriculum differs from N and F is that more than 500 students, many of them British, have entered British universities with IB rather than A levels since 1973. We are therefore talking about an activity, on however small a scale, rather than a blueprint.

Now that, as a result of the Lancaster House conference chaired by Mrs Williams last February and attended by official delegates from 32 countries, the future of the IB is reasonably assured, it might repay the investment of a little research money to investigate the performance of this group in higher education within this country.

Did they do less well in their three-year honours degree courses? Did the "non-scientists" gain anything from having continued some science and mathematics in the sixth form? Did those who were not taking modern languages do so, keep up and use their modern language? How far were they an atypical group?

Many of the reactions to N and F which the TES has already published are, of course, predictable. No one familiar with Cornford's *Microscopical* could be surprised that the Cambridge Examination Syndicate should plead the "principle of unripe time", nor was it unexpected that the modern linguists led by Professor Hawkins should embrace N and F even if the mantra it offers so easily, for them, turns to worms.

In this atmosphere of speculation, and in the light of the time for modification as opposed to outright rejection or outright acceptance of N and F, it seems worth contributing the lessons of 10 years' actual experience.

IB and N and F have great similarities, but there are three main differences. First, IB requires six examined subjects, three at higher, three at subsidiary level and a very small, but structured, unexamined element occupying about 15 per cent of the teaching time. N and F requires five examined subjects, allocated from the first 30 per cent of the teaching time going to unexamined general studies.

Considering the mass of evidence which has accumulated in the 20 years since Crowthorpe that in practice not more than one-tenth of sixth-form pupils spend this amount of time on general studies in a three A level curriculum, it seems irrational to base the N and F syllabuses on the assumption that an expanded five subject examined curriculum could still only occupy 70 per cent of the teaching time.

If English and a foreign language are being studied at N level by science specialists, who are taking F level sciences, why leave the same amount of (official) time to unexamined general studies, which often consist at present of English or a foreign language?

It may be that the original assumption about the amount of time available for each N and F subject has something to do with the continuing problem of the inadequacy of the draft syllabuses as preparation for three-year

## With 500 students now at university with IB qualifications, the time is ripe for research into their comparative performance

This has allowed enthusiasts in different schools to teach marine science, Islamic studies, politics, drama, photographic science and 30 other subjects within the structure of the minimums for the IB diploma. Even the internally assessed, but in future externally moderated, Theory of Knowledge course can contribute a bonus point to the candidate's final score; an unexamined, but in the diploma records, half-day activities. No part of the candidate's achievement is considered irrelevant to the final record or profile in the diploma.

It might be feared that accepting internal assessment of one of the six subjects was too risky to reliability. It has not proved so. All IB subjects are graded on a seven-point scale, and the comparison of grades in literature, assessed externally, showed the internally assessed subjects showed the internally assessed grades higher but only by less than half a point. This seems to me to represent fairly the improved achievement likely to come from students working under an enthusiasm on a syllabus of their own

## Letter to the Editor

## Gifted also need remedial skills

Surely we can recognize the significance of the contribution which a teacher skilled in meeting the needs of the gifted child can make towards ameliorating the difficulties often experienced by boys and girls of outstanding potential.

The professional remedial educator has a knowledge of identification and assessment of the child, of child development, of practical skills in the preparation of structured materials and a conscious awareness of the promotion of study skills. It has not a particular working knowledge of the emotional needs of children, an area in which the academically gifted youngster is often seriously handicapped, particu-

## Callaghan preparing another speech?

The Prime Minister is thinking about making another speech on education. In the autumn of 1976 Mr Callaghan launched the Great Debate with his Ruskin speech, and he now feels that it is time to reflect on the discussion and bring things up to date.

He has asked the Department of Education and Science to brief him on the whole field. What aspect he chooses to emphasize, if he does make a speech, will depend on his

political instincts in the run-up to the General Election.

Mr Callaghan is not expected to talk about standards, since he has already done that. Preparing for society, education and industry links and the whole 16-19 question have also had a fair airing.

It is thought that he may choose to develop the family theme which he got off in such a promising start in his speech at the recent Labour women's rally at Southport. To it

## Voucher trial wins vote

by Stephen Cohen

Kent education committee decided this week to go ahead with an experiment with education vouchers in one or more areas. Approval for the pilot project rests with the county council next month.

The committee voted in favour of a trial although teachers and the eight Labour members opposed it. It is hoped to finance the experiment with money from outside bodies. It is not the county's education budget which will have to bear any cost.

A feasibility study on vouchers, commissioned by Kent, was published last week. It reported that the cost of the system could vary from £100,000 to £500,000 a year.

It also disclosed that most teachers were against the scheme. Nearly half said they would not work in a school where pupils were admitted by vouchers and a third of these said they would look for another job, retire or quit teaching.

Mr Dewi Banner, president of the National Union of Teachers, said this week that the scheme would not be a success. He said that the school where pupils were admitted by vouchers and a third of these said they would look for another job, retire or quit teaching.

## APU unveils language test plans

by Bob Doe

Details were published this week of the national language testing which the Government's Assessment of Performance Unit propose to introduce next year. They were revealed in a discussion document called *Language Performance*. The APU started their maths tests last month.

The document outlines the sort of reading and writing to be assessed and the unit says it will also look into the possibility of testing speaking and listening skills.

High types of reading will be tested through the document gives no hint as to how this will be done. These include: reading to get the general gist of a passage or chapter; skimming quickly through a passage to locate specific details; reading to expand on information already given, following a sequence of instructions; finding the answers to questions on a text; detecting information that is only implied; or drawing conclusions about the writer's intentions or bias.

The unit will also be looking for evidence of children's reading for pleasure and to see if it can make use of tables of contents and indexes.

Eleven-year-olds will be asked to respond to pictures, make up a story, for an autobiographical narrative, a fictional story, and for various accounts of things they have seen, learned about, or plan to do.

It will assess it in two ways: spelling and punctuation will be marked and an "overall impression" rating will be given.

Language Performance issued free by the Department of Education and Science, Room 1/27, DES, Elizabeth House, York Road, London SE1 7FH.



Parents and the public are being asked for their views about the pregnancy of the unmarried head, Miss Margaret Jones, pictured above with the baby's father, Mr David Rees. The governors of the school, Hedley Waler Comprehensive, in Brentwood, Essex, have appealed for opinions through the columns of the local paper. The education authority had originally thought Miss Jones was married until it received an anonymous tip-off. The baby's father, deputy head of Little Highbury Hospital school for the mentally handicapped, is himself married with children but plans to marry Miss Jones after he has gained a divorce.

## Appeal on computer training

Middle-class morality in our education system is preventing Britain from preparing for an automated future, said Professor Sir Sam Edwards, former chairman of the Science Research Council, last week.

He told a British Association symposium on "Automation—freedom or foe?" that the imbalance in teaching of British schools and universities gave the aspiring craftsman a poor deal. The school subjects were remote from his professional needs.

This had important repercussions for industry, which faced with an inevitable increase in automation. For Britain to perform well in future, we needed more skilled people, to handle automated machines and more highly educated people to make them.

But our schools were not producing nearly enough skilled craftsmen.

Computational programming was still not taught in schools, despite its relative simplicity and importance for future generations, *THE S.*

## Trousered women win war of Maiden Erlegh

The Berkshire head who refused to allow women teachers to wear trousers in class finally climbed down this week when the number of rebels climbed from nine to 13 and the National Union of Teachers threatened to withdraw all its 55 members at the school.

The dispute at Maiden Erlegh, a school of 1,000 pupils, began when a Reading head began going on for women teachers to wear trousers in class. The head's channels open to them.

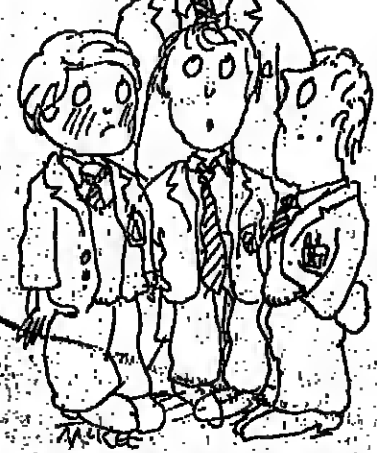
The union was brought in, the ban was discussed at staff and governors' meetings and even went to the local authority's grievance procedure. But it failed.

Then, last week, a woman teacher, Mrs. A. D. C. Peterson, a head of 20 years, took up the cause. According to her, Mrs. Fox, a woman's regional official, was prevented from going about her normal duties by the head, Mrs. Jones, and was confined in the school but in separate rooms.

This was what started it, he said. "Communication with staff has completely broken down."

The teachers were not militant types. They did not want to challenge their head's authority or look scruffy or wear trousers to school every day.

In this day and age trousers are an acceptable form of dress. You can have very smart trousers, just as you can have very scruffy skirts or sweaters.



We are not here to discuss which lady teachers should wear trousers and which shouldn't.

## Rise in payroll tax adds £50m to bill for l.e.a.s

The 12½ per cent increase to National Insurance contributions announced by the Chancellor, Mr Denis Healey, last week will cost local education authorities £50m this year and £100m next year.

The rise in contributions paid by employers was Mr Healey's response to the Conservative amendments to his budget in April, which cut the standard rate of income tax by 1p to 33p in the £1. The cut would cost about £500m. The increase in National Insurance contributions from October 2 will yield £500m in the current financial year and about £1,500m in a full year.

Education authorities will have to pay their share of the increase, but there were moves this week to obtain reimbursement from the Government. An increase in this year's rate support grant due in September and local authorities will be pressing the Department of the Environment to include the National Insurance rise in the rate support grant supplement.

Speakers for the Association of Metropolitan Authorities said authorities could "reasonably expect" all of the money to be paid back to them.

## history.

## CICERO AND THE END OF THE ROMAN REPUBLIC

W. K. Lacey

Marcus Tullius Cicero was a man of peace in an age of political turmoil and violence. Throughout his life Rome was torn by a succession of military commanders and others of noble birth aiming at power for themselves through force of arms. Cicero too was ambitious, but his ambition was for fame and reputation, and his sole weapon was his oratory. This book shows how Cicero rose from obscurity to achieve the highest honours in the Roman State, and how despite his influence, he was powerless to prevent its destruction.

Boards £4.95 0 340 05937 0

## THE AMERICAN WAR OF INDEPENDENCE

Peter Wells

This re-issue coincides with an upsurge of interest in American history in both schools and colleges in Britain and elsewhere. The author surveys the events of the years 1763-83 from both the American and British viewpoints, and reviews the development of American institutions until 1823 to show how some of the problems arising from independence were solved. Maps, quotations (including the full text of the Declaration of Independence) and up-to-date bibliographies are included.

Paperback £2.25 0 340 22750 8

Inspection copies are available on request.

Hodder & Stoughton  
Dept. E1445, P.O. Box 702, Mill Road,  
Dunton Green, Sevenoaks, Kent TN13 2YD.

Hodder & Stoughton







## SPECIAL ANNOUNCEMENTS

UKRA

UNITED KINGDOM READING ASSOCIATION

Fifteenth Annual Course and Conference

### GROWTH IN READING

will be held at

Nene College, Moulton Park  
Northampton NN2 7AL

MONDAY JULY 24 TO  
FRIDAY JULY 28, 1978

All the important aspects of reading will be considered in lectures, seminars and workshop sessions and taking part will be well-known experts from home and overseas.

Particulars from:  
Registration Secretary, UKRA Annual Conference 1978,  
St Paul's College of Education, Newbold Revel, Rugby CV23 0JS  
Warwickshire.

## I WANT TO KNOW ABOUT

The International People's College  
3000 Elsinore, Denmark

Name.....  
Address.....

- COURSES RUN IN ENGLISH
- SUMMER AND LONG COURSES
- STUDENTS FROM ALL OVER THE WORLD
- TUITION, BOARD & LODGING: £37 PER WEEK

## Would you like a different way of writing it?

Find alternatives for your REPORT COMMENTS among 700 in TRIGGERS. A wealth of ideas covering many subjects and aspects of children, plus 500 key words. All to aid your report writing.  
Copies from: Triggers (T), PO Box 21  
Maldstone, Kent. £1.25, post free

## TES Greek Holiday Offer

The TES has arranged a special package holiday to Classical Greece to coincide with half term. Two dates are available: from October 21 to 28; or from October 28 and November 4. The cost is £189.00.

If you are interested, please complete the coupon and mail it to obtain a brochure.

c/o Page and Moy Ltd.

136-138 London Road, Leicester LE2 1EN

Please send me full details of The Times Educational Supplement's Greek Holiday.

Name.....  
Address.....

Please also send details to:  
Name.....  
Address.....

SEND THIS COUPON TO THE HOLIDAY OFFER  
or ring Leicester (0533) 45251  
ATOL 1338C TES/CC/16 JUNE 78/PV

## N and F 'bandwagon' attack

by Bob Duce

Doubts about the proposed new sixth-form exams were voiced in Oxford last week by school teachers and dons. The N and F level examinations for A level would be more expensive, depress standards and impose an intolerable burden on schools, it was claimed.

Teachers from Oxford colleges met teachers from Oxfordshire secondary schools at a conference organized by the university to discuss proposals to broaden the sixth-form curriculum.

In place of three A levels the Schools Council says sixth formers should do five subjects; three at N level (each equivalent to half an A level) and two at F level (each equivalent to three quarters of an A level).

But Mr Keith Dawson, head of John Mason School, Abingdon, was against such a change and argued instead for improvements to A levels.

"A levels are suitable for well over half the present sixth-form population. There is strong evidence that pupils, schools and higher education are well satisfied with the qualification they know. Don't leap on the bandwagon until you know where it is going", he warned.

A levels alone did not provide a sufficiently wide education, however, and he thought N levels might be introduced gradually as subsidiary level sixth form qualifications. "One of the great failures of

sixth forms is their failure to take general studies seriously."

Mr Dawson doubted the Schools Council's reassurances that the new system would not require any more resources than the old. "Few schools would accept that the weaker N level student should be in the first."

There would be a serious shortage of maths and language teachers and a tendency to increase the burden of the sixth form on the lower school. The emphasis on project and course work assessment would take up too much time and leave teachers exhausted.

N and F would mean more exams than with A levels. "The impact of public exams on schools already wrecks any effective teaching after Easter."

Students would continue to specialize in the sixth form unless they were forced to take a broader course. He requested the council decision not to build any such compulsion into their proposals.

Mr Peter Dines, one of the council's joint secretaries, said this criticism was a "professional slur" on the teaching profession. "It is part of a school's job to see that they are giving youngsters the education that society, university and employers want."

However, as a result of the widespread discussion of N and F some sort of prescription might be built

into the proposals.

Over six hundred courses are now run in six Western schools. If broadening is important, A levels have got to go.

If this could only be done so, the indication of the survey was otherwise.

Schools told us N and F not require any extra resources. With a five subject course it was not necessary to do other things that are done in sixth form to broaden the curriculum.

But the university speaker was not happy with these claims. Mr A. Groce, a physics teacher at Christ Church, said the council would have to estimate the quantity of their degree work and enthusiasm of those who wanted to do it.

Physics undergraduates, the "montel toughest" of the medical sciences, had provided. The new F levels would estimate the quantity of their degree work and enthusiasm of those who wanted to do it.

A university lawyer, Mr. son, from Marjorie College, said the analytical skills provided. The new F levels would estimate the quantity of their degree work and enthusiasm of those who wanted to do it.

The one objective on which all the 250 participants — including a powerful contingent from the Council — were wholeheartedly in agreement was the need to develop

a coordinated and comprehensive system of education and training which should embrace pupils from the age of 14, and for coordination to begin now at local level without waiting for developments nationally.

The clashes arose over: The curriculum — the extent to which it needs to be changed, and how much it should be made to fit direct vocational needs.

Unemployment — whether the young need to be prepared for it, whether they are the right places for most of the under motivated

young to learn what they need to. Relevance of formal qualifications — and the relative importance of literacy and numeracy as compared with broader life skills.

Resources — whether education should welcome the challenge of additional resources through the

those who say that the young are unemployed because they do not want to work are wrong, the chairman of the Manpower Services Commission, Mr Richard O'Brien, told the conference. Surveys carried out by the commission provided evidence by most youngsters to find jobs, and their readiness to undertake any training that would help

it was the state of the labour market, not the attitude of young people, that had changed in recent years.

The inability of the service to provide effective training, caused by lack of commitment on the part of employers, said Mr Brown, president of the Schools Council, rather than from the relatively minor status of the young within the education system.

The association wants to see services departments and more service along the lines recommended by Seebohm.

Organizations of teachers, social workers, police, probation and health services, said the report, should work together to ensure that the child's experience of the school, the report, says the report.

"Failure to achieve this will do more harm than good," said the report. The report also said that the personal achievement of the child and the quality of the school's work are the most important factors in determining the child's future success.

The Department of Health and Social Security should formulate procedures to ensure that playgroups are supervised by persons with appropriate training and that the playgroups are ready to hand to assist prompt medical attention.

Fair Play for Children has also published a checklist for parents which can be used to survey local playgroups and to press for changes at local level. They have organized a private exhibition in the House of Lords illustrating dangerous and poorly maintained equipment.

Design on the Playground costs 75p, including postage, from Fair Play for Children, 155, The Road, London NW6. The parents checklist may be had free.

"I can see we're going for the farmed out."



Training for the 14-19 age group is increasingly a priority. Mark Jackson reports from an NUT-organized conference: Young People in Transition

## In transition, but to where...

Deep divisions among educators and others concerned with young people emerged from the two-day special conference on the education and training of the 14- to 19-year-olds run by the National Union of Teachers in London last week.

The differences revolved both around fundamental issues, such as the whole future role of education and its socio-economic context, and more immediately practical matters, such as the ability of the schools and colleges to cope with the present needs of teenagers.

The conference, sponsored jointly with a number of other organizations including the EEC and the Manpower Services Commission, brought together industrialists and economists, academic experts, politicians, and college lecturers, who sought of education the voice of the teachers.

The one objective on which all the 250 participants — including a powerful contingent from the Council — were wholeheartedly in agreement was the need to develop

a coordinated and comprehensive system of education and training which should embrace pupils from the age of 14, and for coordination to begin now at local level without waiting for developments nationally.

The clashes arose over: The curriculum — the extent to which it needs to be changed, and how much it should be made to fit direct vocational needs.

Unemployment — whether the young need to be prepared for it, whether they are the right places for most of the under motivated

young to learn what they need to. Relevance of formal qualifications — and the relative importance of literacy and numeracy as compared with broader life skills.

Resources — whether education should welcome the challenge of additional resources through the

those who say that the young are unemployed because they do not want to work are wrong, the chairman of the Manpower Services Commission, Mr Richard O'Brien, told the conference. Surveys carried out by the commission provided evidence by most youngsters to find jobs, and their readiness to undertake any training that would help

it was the state of the labour market, not the attitude of young people, that had changed in recent years.

The inability of the service to provide effective training, caused by lack of commitment on the part of employers, said Mr Brown, president of the Schools Council, rather than from the relatively minor status of the young within the education system.

The association wants to see services departments and more service along the lines recommended by Seebohm.

Organizations of teachers, social workers, police, probation and health services, said the report, should work together to ensure that the child's experience of the school, the report, says the report.

"Failure to achieve this will do more harm than good," said the report. The report also said that the personal achievement of the child and the quality of the school's work are the most important factors in determining the child's future success.

The Department of Health and Social Security should formulate procedures to ensure that playgroups are supervised by persons with appropriate training and that the playgroups are ready to hand to assist prompt medical attention.

Fair Play for Children has also published a checklist for parents which can be used to survey local playgroups and to press for changes at local level. They have organized a private exhibition in the House of Lords illustrating dangerous and poorly maintained equipment.

Design on the Playground costs 75p, including postage, from Fair Play for Children, 155, The Road, London NW6. The parents checklist may be had free.

"I can see we're going for the farmed out."

## School to work

Training for the 14-19 age group is increasingly a priority. Mark Jackson reports from an NUT-organized conference: Young People in Transition



## Day release next step, Mrs Williams says

The Government has decided to give some kind of day release the top priority in its plans to extend educational provision. The Education Secretary told the conference on Thursday that she has begun discussions with the Department of Employment about the form this might take.

Mrs Williams decided only at the last moment to disclose the decision. Her prepared speech had contained only a guarded reference to the fact that possible forms of day release were being suggested by "some people" and that she and the Employment ministers recognized the need for joint studies.

So her statement that the Government felt that this was "the next big step forward" and the one on which "we in education have set our sights", surprised and delighted delegates.

Two possibilities are under discussion, Mrs Williams said. These are:

1. Some kind of compulsory requirement, which was open to the fundamental objection that young adults do not learn under compulsion.

2. A right to release; employers having to release young people for a specified period of the year, the young people, claimed the right.

Mrs Williams warned that there would be "very substantial" difficulties to be overcome, such as the possibility of conflict between employer and employee and the danger that young people would become even less attractive to employers.

The question of compensation to employers would have to be looked at.

"It is clear that we will have to stage this movement forward, as resources allow, little by little over the next few years."

Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment. Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment.

Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment. Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment.

Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment. Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment.

Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment. Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment.

Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment. Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment.

Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment. Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment.

Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment. Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment.

Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment. Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment.

Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment. Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment.

Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment. Mrs Williams said that the Government's decision to introduce any audience with huge enjoyment.

## Music for your next concert

Jubilee Toy Symphony  
A lively seven minute piece by Joseph Horowitz for toy and percussion instruments, with piano and string quartet/orchestra.  
This is Horowitz in his most entertaining vein. With a safe string quartet and piano, at least 17 other instrumentalists will provide any audience with huge enjoyment.  
Score £3.45 piano 74p parts 2 at 30p each 7 at 52p each  
Ten of the Best  
Ten exciting songs from our famous series of Pop Cantatas.  
They will give additional enjoyment to any concert — or make a "gold buy" as a special treat for the classroom.  
£4.00  
Available from your local dealer.  
In case of difficulty write to us.  
Post and packing extra.  
Approval copies from the publisher.

NOVELLO

Borough Green, Sevenoaks, Kent

## Unions braced for grants fight

A clear hint that the TUC would fight against any attempt by the Government to lay down what courses youngsters must take to qualify for maintenance grants was given by Mr. Patterson, chairman of the TUC's education committee, at the conference.

The Education Secretary had again used the phrase "relevant courses" in referring to the grants proposals.

He said when she announced the scheme last month, Mrs. Patterson said that the battle for mandatory courses was not yet completely won.

For these are the courses that would restrict their availability to a narrow range of courses.

I can assure this conference that the TUC will impress upon the Government the need for such grants to be available for all full-time courses for young people," she added.

But, defending employers' insistence on formal qualifications for certain jobs (the subject of outspoken criticism earlier by Mr. Jack Chambers, NUT executive member), Mr. Deboe said: "We have to get into young people's minds that there are jobs for which we have to pass exams and be seen to be qualified."

But, defending employers' insistence on formal qualifications for certain jobs (the subject of outspoken criticism earlier by Mr. Jack Chambers, NUT executive member), Mr. Deboe said: "We have to get into young people's minds that there are jobs for which we have to pass exams and be seen to be qualified."

But, defending employers' insistence on formal qualifications for certain jobs (the subject of outspoken criticism earlier by Mr. Jack Chambers, NUT executive member), Mr. Deboe said: "We have to get into young people's minds that there are jobs for which we have to pass exams and be seen to be qualified."



ACFHE conference, Torquay

## City and Guilds set to streamline courses

The City and Guilds of London Institute, which celebrates its centenary this year, is likely to give formal approval next month to a simpler system of examination certificates. This was announced by Mr Harry Knutton, director-general of the CGLI, in a paper presented this week to a conference of the Association of Colleges of Further and Higher Education in Torquay.

Mr Knutton said the new system would allow any school leaver, even one with poor CSE or GCE passes, to "advance through a simpler and better understood system of City and Guilds education and training qualifications".

Because of the work of the Technician Education Council and Business Education Council in reorganizing further education qualifications, it had now become necessary for the City and Guilds to rationalize some of its existing schemes.

There will be a closer link between what a student studies in college and any training he undertakes on his employer's premises, and those who reach the top of this route as advanced craftsmen and

craftswomen will be able to qualify for Licentiate of the CGLI and will be eligible for the Institute Award. There are already some combined awards with industry, such as the Electrician's Certificate and the National Craftsman's Certificate for Motor Vehicle Mechanics. But the extension of this idea should lead to closer cooperation between further education and industrial training requirements.

Mr Knutton also referred to several recent developments aimed specially at the less academic school leaver, such as the City and Guilds Foundation Course; and their new General Employment Award. This award has arisen out of the CGLI cooperation in the unified vocational preparation scheme. It is based on an integrated programme of education and training, with the accent on the practical side.

The CGLI had also put up a plan to the Manpower Services Commission to provide qualifications for unemployed young people on work experience schemes. The General Employment Award might also be adapted for this group.

## Words, not deeds, over adult education

Continuing or adult education is now going through the stage that comprehensive education went through in the 1960s with everyone paying a lip service, it was said this week.

In a paper presented to the conference, Neomi McIntosh, provost-chancellor of the Open University and member of the new adult education advisory council, said there was much discussion on the subject.

"Sadly, though, I do not see any

real pressures yet for recurrent education, although bad, was not yet bed enough.

"Most of the government money in this area is going into training through the Manpower Services Commission. The trades unions, an important force, are just, but only just, waking up to the need for a concerted demand for the wider provision of education for working adults."

Romania, much in the news this week, has an education system tied firmly to industrial needs

## Socialist heartland with a selective heart

In Romania education is "secular, state-organized and unitary. This one would expect of a socialist state. It is at a subtler level that the surprises come for those who have tended to associate socialist educational policy (or its British variant) with an antipathy, if not an aversion, towards selection, meritocracy and early specialization. Not so in Romania.

Compulsory education begins at six, though there are nursery schools for three to six year olds. Provision ranges from a half-day attendance for a pre-school education programme, to a weekly programme ensuring the children's education and care from Monday to Saturday.

Children receive primary education for eight years, one or two years more than their British

counterparts. Schools operate on a shift system supported by a substantial amount of homework: the younger children from 8 am to 1 pm and the older children from 1 pm to 6 pm.

The same curriculum is followed through the country and, although basic, even at this stage an emphasis on application and production is detectable. A child would learn subtraction through problems such as: "In a factory workers started to install a machine at 10.50 and finished at 1.15. How long did installation of this machine take?"

It is, however, at the secondary level that the greatest contrast with the British system and its evolution of comprehensive schools occurs. Two years of secondary education are compulsory (giving a total of 10 years' compulsory edu-

cation), but it can extend for four or five years.

Within it there are several types of schools. Those for agriculture, economics, forestry, humanities and science are of four years' duration, while those for health studies, industry and teacher-training are of five. Some secondary schools have special sections for maths, physics, chemistry, biology, languages and art.

There are also vocational secondary schools (two to three years) which train skilled workers and are followed by in-plant apprenticeships.

At the tertiary level, particularly higher education, the impact of a centrally planned economy becomes apparent. Not only are the number of medical and engineering places determined by the Government, as in Britain, but engineering, science, economics and oil are determined by the Government in accordance with the economic plan for the five-year period.

This predetermined number of places are allocated on the basis of a competitive exam. The candidates who obtain top marks are selected and receive a full grant irrespective of parents' income. Other candidates who are offered places receive grants related to parents' income.

The importance of marks obtained in exams in Romania shows itself in other aspects of higher education. When professions are undertaken, for instance in electrical engineering, all of the listed and the student with the highest mark has first choice.

This can result in the top students in physics, for example, being the younger academicians while the older professors teach electrical power, gas and the water supply, an outcome that does not make the system wildly popular.

The benefits that high marks bring are also apparent when it comes to employment. The top student has first choice of all the available jobs.

One cannot but be impressed by the determination with which the state's policy of linking education and research with production is pursued. During the sixties, week after week, the country's leading manufacturers, its scientists, and

prise and spend one day each week in the enterprise for the first two years of their course.

In their third year the students spend extended periods in production units, especially during the summer holidays. In their fourth and fifth years a design or development project which has been ordered by a manufacturing enterprise is undertaken.

However, probing beneath the surface would seem to suggest that only about one third of the projects are contracts from industry.

The curriculum is also shaped by the policy of integrating education and production through what is termed the principle of double subordination. Each department is subordinate to two ministries: the Ministry of Education and another ministry such as energy or chemistry.

The pattern of continuing education in Romania contrasts with Britain in two ways. There is probably less opportunity there than in Britain to qualify professionally later in life. The emphasis is on providing a good first chance rather than providing a variety of avenues for a second chance.

Despite this, the emphasis on mid-career education is very much greater than in Britain. By law, every five years employees have to attend a course. This applies to the highest levels in Romanian bureaucracy and industry.

Although in the centrally planned economy of Romania, by definition, there is no unemployment, one suspects it is not exempt from under-employment of technological and economic change leading to underemployment and outdated qualifications. Certainly the emphasis in higher education has moved from the narrow specialization, which was deemed necessary in earlier years, to a much greater concentration on fundamentals.

Like Britain, and indeed other European countries, the rapid expansion of education is best in Romania, few qualifications, rather than new jobs, are the pattern for the future.

Terence E. Burlin

The author is senior professor and Professor of Central London.

## Exams 'have outlived usefulness'

The style and nature of our examination system must be rethought if we are to do anything about the so-called under-achievement of pupils, said the Inner London Education Authority's staff inspector in a conference paper.

Mr Eric Bourne suggested that examinations may have outlived their usefulness, except as a way of selecting students for university. Employers liked them, but perhaps this is because they are the only yardstick available. "This can hardly be an argument for maintaining that some alternative arrangement might not be more informative, more relevant and, conceivably, more predictive," he said.

It was remarkable that a system with such a limited purpose should have gained such wide respect and, despite the evidence, been able to dominate the direction and values of non-university education.

Further education might be able to provide some answers, he said, because it offers a balance of basic educational skills and learning for a specific purpose. Mr Bourne gave an example of how the ILEA had been able to change conventional practice by relaxing conditions of entry for courses—to get blacks into social work.

He also showed how ILEA had failed to persuade the City and Guilds to introduce continuous assessment rather than end-of-term examinations for a syllabus. "The notion inherent in this syllabus—that individual student progress might merit recognition and that teachers might be trusted to make accurate judgments—was, alas, no longer even for this institution," he said.



Flying higher: a hovercraft crop sprayer designed by Paul Brown. Alistair Wolf, sixth-former at Royal Grammar School, Newcastle, won joint first prize in a European competition organized by R. Electronics. It previously took first place in the BBC's Young Scientists of the Year Competition.

## Parents overawed by 'experts'

Parents confidence in their ability to bring up their children has been undermined by growing numbers of professional "experts" and may have difficulty in marshalling their thoughts in strange surroundings, the writers in *Concern*, the bureau's journal.

Because of the stress involved in a special interview, parents do not always give an adequate account of the reasons for their concern about their children.

And professional workers are often underestimated parents' edge and insight.

The bureau has produced a development guide for 0 to 5 years designed to address the needs of parents and others, including teachers, who are involved in the lives of children. It provides teachers, parents, group leaders and others with a tool for monitoring and supporting development.

Development Guide for 0 to 5 years, National Children's Bureau, Wakley St., London, E1 8AN. £1.70p non-members.

Special Announcement

## NEC autumn special TV/RADIO PROJECTS

Ecology A popular course with A/O course linked to Thames "Botanic Man" series (networked).

Discovering Society A sociology course linked to BBC TV "City" series. Correspondence No. 224. School/college text £1.00p vol.

Twentieth Century World War Mode 3 'O' level correspondence course (£24) linked to BBC TV.

Ensemble Tution Pack One written, postal tuition for "Ensemble" students. Term 1 £2.50; Term 2 £2.50.

Make It Count - book on TV on TV in October. £1.40. Puzzles, 100. Quiz. Tutors' Manual 75p. Tutor Pack £1.00. Pack £1.00.

It's Your Future - work on TV on TV in October. £1.40. Puzzles, 100. Quiz. Tutors' Manual 75p. Tutor Pack £1.00. Pack £1.00.

Just the Job - book on TV on TV in October. £1.40. Puzzles, 100. Quiz. Tutors' Manual 75p. Tutor Pack £1.00. Pack £1.00.

Schools and colleges with details of these projects in the NEW Autumn 1978 Project Leaflet available from the NATIONAL EXTENSION COLLEGE, CAMBRIDGE.

## COURSES

### Ilkley College

The College in the Dales

An Associate College of the University of Bradford (formerly Singley and Ilkley Colleges)

#### B.Ed. Honours with specialization in Dance

A one-year full-time, in-service course for qualified teachers (the only degree of its kind in the country). The programme is designed to meet the need for an advanced course in Dance expressed by practicing teachers, lecturers and L.E.A. advisers seeking additional qualifications.

The course is run in three units covering

- ☐ Dance and the curriculum
- ☐ Dance composition
- ☐ The cultural significance of dance.

There will also be time for workshops and private study.



Further details and forms of application from: The Dean of Admissions Ilkley College Wells Road Ilkley West Yorkshire LS29 9RD Tel: Ilkley 609010

### CARBA LINGUADUC

at Castle Priory College, Wallingford, Oxon. OX10 0HE

Tel.: (0491) 37551

11th-15th September, 1978

Carba Linguaduc, by the manufacturers of communication and environmental control systems for severely handicapped children and adults, present this opportunity to assess their range of sophisticated electronic aids, O.T. speech therapists, administrators, social workers, rehabilitation staff, teachers and others are invited to apply for further details, from the Principal.

### HOME STUDY

• Fresh start courses  
• OCE Degree  
• Professional  
• 100 Preparatory

National Extension College Dept 14B 131 Hill Road, Cambridge

IF YOU BUY ANYTHING FOR YOUR SCHOOLS, FIRST CHECK THE ADVERTISEMENTS IN THE TIMES EDUCATIONAL SUPPLEMENT

### SHEFFIELD CITY POLYTECHNIC

TEACHING OF FRENCH AND GERMAN

Several short courses for teachers in Primary and Secondary Schools on maintenance of language skills and on teaching methods will be held during each term 1978/1979, and during the Easter Vacation, 1979. Courses may be taken on one day per week or in a block of three or four days. Alternative dates can be offered to suit individual requirements. Residential accommodation can be provided.

Enquiries to: H. J. Simpson, Modern Languages Department, Sheffield City Polytechnic, Collegiate Crescent, Sheffield, Tel. (0114) 685274, quoting Ref. 734.

### RETRAIN TO TEACH MATHEMATICS

If you are a teacher with an interest in Mathematics but no 1958-59 qualification either newly-qualified but without a teaching job or experienced and possibly not teaching at present, why not return to teach mathematics on Sheffield City Polytechnic's one-year full-time course starting in September, 1979.

Enquiries to: The Secretary, Department of Mathematics, Sheffield City Polytechnic, Collegiate Crescent, Sheffield, S1 1WB, Tel. (0114) 20011, quoting Ref. 734.

### WOLSEY HALL

Accredited G.C.E. Member ABCU Founded 1894

Wolsey Hall founded in 1894 offers individual instruction by qualified tutors in the comfort of your own home for London University external Degrees as well as a wide range of G.C.E. and Professional Courses. Write to the Principal, Wyndham Milligan, M.B.E., T.D., M.A. at the address below for a free prospectus giving details of all courses and introducing the expert tutorial team at Wolsey Hall who will personally assist your studies.

Accredited G.C.E. Member ABCU

Depot: 101, Wolsey Hall, Oxford OX2 6PR. Tel: (0865) 34231 (24 hours)

### EDUCATIONAL DEVELOPMENT ASSOCIATION

WARNOCK says Teachers should train for Special Education. The EDA offers this summer One-Week Courses Disadvantaged Children Physically, Intellectually, Emotionally, Socially Children.

Teaching Slow Learners Children with Learning Difficulties Coping with Children with Disturbed Behaviour in Schools Disabilities of Learning—Diagnosis and Action The EDA always ahead

Write Director of Summer Schools, 8 Windmill Gardens Enfield, Middlesex

### COCKPIT Arts Workshop—Summer Conference

THE ARTS AND THE MAKING OF MEANING 10 am to 6 pm, Friday, June 23, 1978

A day's input conference to explore the concept that the essential role of the arts is to provide Man with meaning in his experience of the world. LOUIS ARNAUD REID: "Meaning in the Arts". Professor Emeritus of Philosophy of Education, University of London. COLLEGE: "The Arts and the Making of Meaning in the World". Lecturer in Nelson Film School, Newcastle and author of "THE ARTS AND THE MAKING OF MEANING". AR and his wife, experienced. BOWMAN ROBINSON: "The Arts and the Making of Meaning in the World". Lecturer in Education, University of Sussex, author, poet. Free 22 pm-22 noon (English). Telephone 011-222 7200. Cockpit Arts Workshop, Garsington, Oxford, OX4 1JH. (011-222 7200).

### Ilkley College

The College in the Dales

An Associate College of the University of Bradford (formerly Singley and Ilkley Colleges)

#### One-term D.E.S. Courses for Teachers

Teaching Mathematics 5-13 Summer Term 1979

Aims, Organization and Curriculum of the Middle School Spring Term or Summer Term 1979

Outdoor Education Autumn Term 1978 and 1979

Middle School Science Spring Term 1979

Home Economics—Preparation for Change Summer Term 1979

Further details and forms of application from: The Dean of Admissions Ilkley College Wells Road Ilkley

West Yorkshire LS29 9RD Tel: Ilkley 609010

Further details and forms of application from: The Dean of Admissions Ilkley College Wells Road Ilkley

West Yorkshire LS29 9RD Tel: Ilkley 609010

Further details and forms of application from: The Dean of Admissions Ilkley College Wells Road Ilkley

West Yorkshire LS29 9RD Tel: Ilkley 609010

Further details and forms of application from: The Dean of Admissions Ilkley College Wells Road Ilkley

West Yorkshire LS29 9RD Tel: Ilkley 609010

Further details and forms of application from: The Dean of Admissions Ilkley College Wells Road Ilkley

West Yorkshire LS29 9RD Tel: Ilkley 609010

Further details and forms of application from: The Dean of Admissions Ilkley College Wells Road Ilkley

West Yorkshire LS29 9RD Tel: Ilkley 609010

Further details and forms of application from: The Dean of Admissions Ilkley College Wells Road Ilkley

West Yorkshire LS29 9RD Tel: Ilkley 609010

Further details and forms of application from: The Dean of Admissions Ilkley College Wells Road Ilkley

West Yorkshire LS29 9RD Tel: Ilkley 609010

## Entertainments

### The Doorway to the Dark Ages

What was Shakespeare's "A Midsummer Night's Dream"? How many of these were produced by the 12th century? The answers to these questions can be found in the London Dungeon. This popular and exciting exhibition, which is a must for all those who love to go back in time, is now on tour. It is a visit which combines fact with fun. Bookings for school parties.

OPEN SEVEN DAYS A WEEK 34 TOOLEY ST. LONDON SE1

What was Shakespeare's "A Midsummer Night's Dream"? How many of these were produced by the 12th century? The answers to these questions can be found in the London Dungeon. This popular and exciting exhibition, which is a must for all those who love to go back in time, is now on tour. It is a visit which combines fact with fun. Bookings for school parties.



# COURSES

## Part-time & Full time Stimulating in-service courses for teachers

Designed by Teachers for Teachers

If you're a serving teacher, we don't have to spell out to you how the profession has changed over the past few years. Cut-backs and shortages, changing fashions—it's not surprising that sometimes you wonder if it's all worthwhile—it's not surprising that sometimes you feel in need of a stimulus.

Here at Crowe & Alsager we think we can help. We offer a wide variety of stimulating courses geared to your own particular needs and timetable, for Primary, Middle and Secondary schools. Teachers look at the following selection. If you can't see exactly what you're looking for, give us a ring. Don't forget an extra qualification might help your chances of promotion and would certainly help to refresh your views on teaching.

**Education Drama, Art & Crafts**  
**Educational Technology & Resources**  
**For Continuity**  
**Guidance & Counselling for Teachers, Youth & Social Workers**  
**Reading Development**  
**The Education of the Slow Learning Child**  
**Environmental Education**

For example, a 12-week course, at the rate of one year part-time course (one day per week) or as a one-term full-time course. All lead to the 'Keele' One-term Supplementary Certificate.

**Diploma in Mathematical Education**  
A new part-time course starting in September, 1978 aimed at preparing teachers in First, Middle and Secondary schools to provide leadership in mathematics teaching within their schools.

We also have a 1-year conversion course for teachers of science, mathematics, physics, chemistry, biology, geography, history, modern languages, art, music, and physical education.

For further information, contact us at Crowe & Alsager College, 100, New Road, Warrington, Cheshire, WA1 1JL. Tel: 0925 555555.

**Crowe & Alsager College**

**WEST LONDON INSTITUTE  
OF HIGHER EDUCATION**  
Incorporating  
Borough Road College, Maida Vale College, Chiswick Polytechnic

**STILL LOOKING FOR A JOB?**  
TRY A NINE MONTHS RE-TRAINING COURSE  
(Discretionary grants of £175 fee)

**R.S.A. DIPLOMAS for PERSONAL ASSISTANTS  
or BI-LINGUAL SECRETARIES**

Graduate or C.E. candidates should apply to Head of Business Studies (qualifying TB), W.L.I.E. Lancaster House, Borough Road, Isleworth, Middlesex TW7 5DU (01-880 8991)

### Greece

## Girls put clampdown on politics to the test

from Mario Modiano

ATHENS The Greek Ministry of Education has launched all political activity in secondary schools and urged teachers to ensure that the outside school behaviour of their pupils conforms with the rules.

A stern circular from the ministry warned against the "unbecoming and constant preoccupation of school-children with political or trade-unionist activities." This, it said, deflected them from the basic objectives of education.

The ministry ordered severe punishment of school-children engaging in political activities which, it said, were incompatible with the very essence of education, damaged the prestige of schools, and evoked understandable anxiety among parents. The circular pointed out that the setting up of pupils' committees engaged in political or trade-unionist activities was, therefore, a punishable offence.

### Australia

## \$50m plan to help immigrants settle

from John Kirkaldy

SYDNEY The federal government is to finance the most extensive upgrading of services to immigrants undertaken since the war.

Over the next three years this will cost \$450m (£25,000,000) and will include many education programmes to help immigrants settle in Australia.

Among the schemes envisaged are improvements to settlement programmes, health services, language and education classes, employment opportunities, child-minding and interpreter facilities and upgraded ethnic radio and television.

The money is in addition to the \$453m already being spent on immigrant services and will significantly boost the budget of the Department of Immigration and Ethnic Affairs in the new financial year.

This is of particular importance as most experts are predicting a tough budget with considerable cutting back in many other government programmes.

The changes come as a result of recommendations recently presented to the federal parliament by a committee headed by a Melbourne solicitor, Mr Frank Gehlholly, which investigated immigrant services and programmes.

It was the first report to have been tabled in language other than English. Copies were also printed in Arabic, Dutch, German, Greek, Italian, Serbo-Croatian, Spanish, Turkish and Vietnamese.

Immigrants represent one of the most important social and educational problems facing Australia. Although they bring enormous advantages in the long-term in terms of economic growth and a diversity of culture, there are the more immediate difficulties of language and different life styles.

Immigrants (legal and illegal) although greatly reduced in number from the "populate or perish" days just after the war are still coming in at about 70,000 a year.

They have recently been brought to national attention by the arrival in Darwin of a number of boats bringing refugees from Vietnam. Many immigrants still face hostility

from Australians who continue to be dominated by the old "white Australia" ethos.

The committee formulated four basic principles which have been accepted by the federal government. These are:

● All members of society should have an equal opportunity to realize their full potential and must have equal access to programmes and services.

● Every person should be able to maintain his or her culture without prejudice or discrimination and should be encouraged to understand and embrace other cultures.

● Needs of immigrants should be met by programmes and services available to the whole community, but special programmes are at present necessary to ensure equality of access for immigrants.

● Services and programmes should be designed and operated in full consultation with users and self-help should be encouraged as much as possible.

The main provision of the new programme is an improved settlement scheme, costing \$523m over the next three years, which will include classes of English and language, orientation courses including advice and programmes for education, employment and other areas of need.

The new initiatives will also include spending \$10m over the same period to upgrade the quality of English language teaching in schools, including extra teachers, new materials and the development of new fast-learning processes.

English classes at work will be available for more immigrant men and women and immigrant housewives will be able to use an intensive home-study scheme. Working immigrant women will be able to use new child-minding facilities provided for them at the work place.

Ethnic radio stations will also receive \$45,280,000 to improve their services in the next three years. The three-year phasing in process of ethnic television will involve prolonged consultation but the government has allocated \$37,300,000 to be spent by 1981.

### Italy

## Specialist schools may close

from Dalbert Hallenstein

MILAN Main education in Italy will be transformed by the recently approved Secondary School Reform Bill, passed by parliament as far as the curriculum of the secondary schools is concerned.

The Bill proposes abolishing the existing system of specialized secondary schools, leaving professional diplomas. They will be replaced by a system resembling the English comprehensive schools.

Secondary schools will share in common a group of compulsory and optional subjects, but will be allowed to specialize in certain areas. For the first three years, there will be no specialization.

Specialized schools will be allowed to continue to exist, but will be subject to a system of selective admission. They will be allowed to specialize in certain areas, but will be subject to a system of selective admission.

The conservatories will be absorbed by the secondary schools, leaving only a few conservatories for those who are now totally excluded from the subject.

The reform will also enrich the curriculum of the conservatories, which are now almost completely devoted to subjects related to music. Until now, conservatory students, who usually enrol at 15, have received no further education in such basic subjects as maths, languages, science and general history and geography.

The abolition of the conservatories in the secondary school system will, in fact, be a situation which has led to produce excellent musicians who are often deprived of basic skills.

The proposed reform has been welcomed by many musicians.

### West Germany

## Tertiary studies places 'should be increased

by David Dungworth

West Germany's top education body, the Science Council, has strongly in favour of expansion in the tertiary sector.

A meeting of the Council, which considers the Eight Year Programme for Institutions of Education, has recommended that the number of study places be increased from the present 732,000 to about 800,000 by the year 2000.

The cost of achieving this, estimated at DM2,200m (£1,100m), would be met by the federal government.

The recommendation is made in spite of a recent decline in the demand for tertiary education, and a number of new universities and universities dropped in 1977.

Among new male students, the number of places fell by 4.2 per cent in 1977, compared with a rise of 1.2 per cent in the number of entrants. Last year 38 per cent of first year students were compared with only 26 per cent in 1976.

The possibility that more places will remain vacant is discounted by the Council, which points out that the number of grammar schools has fallen from 1,083 in 1973 to 1,064 in 1977, and that the number of places in grammar schools has fallen from 1,083 in 1973 to 1,064 in 1977.

Acceptance of the Council's proposals would lead to the expansion of tertiary education, which would be a major step towards the goal of universal tertiary education.

The Council also recommends that the number of places in tertiary education should be increased from 732,000 to 800,000 by the year 2000.

The Council also recommends that the number of places in tertiary education should be increased from 732,000 to 800,000 by the year 2000.

The Council also recommends that the number of places in tertiary education should be increased from 732,000 to 800,000 by the year 2000.

The Council also recommends that the number of places in tertiary education should be increased from 732,000 to 800,000 by the year 2000.

The Council also recommends that the number of places in tertiary education should be increased from 732,000 to 800,000 by the year 2000.

The Council also recommends that the number of places in tertiary education should be increased from 732,000 to 800,000 by the year 2000.

The Council also recommends that the number of places in tertiary education should be increased from 732,000 to 800,000 by the year 2000.

The Council also recommends that the number of places in tertiary education should be increased from 732,000 to 800,000 by the year 2000.

The Council also recommends that the number of places in tertiary education should be increased from 732,000 to 800,000 by the year 2000.

The Council also recommends that the number of places in tertiary education should be increased from 732,000 to 800,000 by the year 2000.

### United States

## Dog-fight for state tax surplus

STANFORD

California's wealthiest school districts, and by implication those of greatest quality, will be the biggest losers following the state taxpayers' revolt which slashed \$7 billion off the annual property tax revenue of local governments.

This is the opinion of Dr Michael K. Kirst, president of the California Board of State Education, which sets educational policy for the state's public schools and high schools.

Dr Kirst, who is also an education professor at Stanford University, predicts that there will be a move to private schooling as a result of the passage on June 15 of the Jarvis-Gann proposition which limits local property tax to 1 per cent of assessed value.

Dr Kirst says that the move will happen in the wealthy school districts where property tax revenue has no where to go. Before Jarvis-Gann, these districts could raise far more revenue in property tax than poorer districts.

Under Jarvis-Gann, even if the state must come to the rescue of the local school districts, Dr Kirst is concerned that this will herald the loss of independence for the districts and mean a greater shift of power to the state.

The dog-fight over allocation of state money in local schools, including schools, begun in Sacramento, the state capital, immediately after Jarvis-Gann was passed. The state legislature must decide on the allocation of the \$5 billion left in property tax revenue after Jarvis-Gann and the \$5 billion in state aid is forthcoming. The school system is likely to be regarded by the state legislature as more important.

Ian Anderson reports from Stanford on the effects of (the Californian taxpayers' revolt)

poorer districts also have property tax revenue, they can expect to be hit by the state to the level of \$1,300 per pupil, the state target for spending.

The wealthy districts can only expect state help to this level. In the past, many of these districts were able to raise more than \$2,000 per pupil from their own property tax sources which could now be cut as much as 70 per cent.

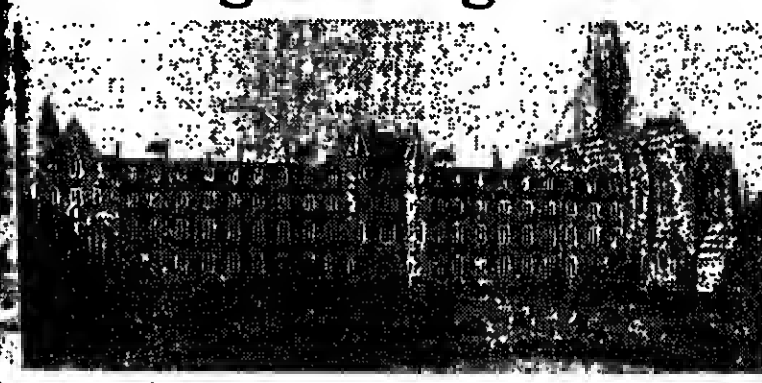
The situation is further complicated by the Serrano decision in the California Supreme Court which ruled that educational spending must be equalized among school districts.

According to Dr Kirst, educational policy-makers had hoped to raise poorer schools up to the standard of the wealthier districts after Jarvis-Gann. The levelling could occur in reverse.

Jarvis-Gann also means that the state must come to the rescue of the local school districts, Dr Kirst is concerned that this will herald the loss of independence for the districts and mean a greater shift of power to the state.

### Republic of Ireland

## Priests take dismissal challenge to High Court



from John Waishe

DUBLIN A long-awaited action has begun in the High Court in which two priests and staff members of St. Patrick's College, Maynooth, are challenging the powers of the college trustees to dismiss them.

The dismissal of Dr P. J. McGrath, professor of general physics, and Mr. M. O'Rourke, lecturer in modern languages, last year led to a one-day strike by the majority of staff in the college.

St. Patrick's is a national seminary for the education of aspirants to the priesthood. It has the status of a public institution and is also recognized as a college of the National University of Ireland.

In the 1976-77 academic year 11,582 students, 30 per cent of whom were studying for the priesthood, were studying for the priesthood.

St. Patrick's is governed by a board of 17 trustees, all of whom are bishops.

In the High Court it was stated that the plaintiffs, who are against dismissal, which led to their dismissal, were not clear. In the case of Dr McGrath they appeared to consist of publishing writings prejudicial to ecclesiastical authority and to the interests of the college and failing to comply with a directive concerning the wearing of clerical garb.

For Mr O'Rourke the charges appear to be failure to resign his office in the college as required by a papal edict on celibacy, failure to wear clerical garb as required by the directive of the college president and failure to reside on the campus.

Both plaintiffs alleged that the proceedings taken against them by the trustees constituted "invidious discrimination".

The trustees, all of whom are bishops, are the governing body of the college.

The trustees, all of whom are bishops, are the governing body of the college.

The trustees, all of whom are bishops, are the governing body of the college.

The trustees, all of whom are bishops, are the governing body of the college.

### Holland

## Minister forms more single lower schools

from John Richardson

THE HAGUE Education Minister Dr Arie Pels has taken an important step towards restructuring education for all children aged from four to 12 years.

The introduction of a single lower school to accommodate those who at present attend infants (four to six years), junior (six to 12) or special schools for slow learners and the physically handicapped was one of the least controversial concepts among the sweeping package of reforms fought for by the previous socialist minister Dr Jos van Kemnade (TSS April 1978).

Some 847 schools have been chosen to form 400 experimental combinations in the school year 1978-79. This is a fourfold increase in the number of schools participating.

Of these 432 are infant schools, 407 junior schools and eight special schools. The schools have been chosen on the basis of project plans sent in, in response to an invitation from the minister.

This stimulus has been aimed specially at the 103 infant schools, 97 junior schools and one special school currently participating in the experiments, the 57 infant schools and 54 junior schools which unsuccessfully applied last year, groups of schools already cooperating in other curriculum developments and special schools nominated by inspectors. Seven of the latter group are to be included in the coming year's activities.

Successful project proposals were also received from the cities of Amsterdam (13 infant and 12 junior to form 12 combinations), Enschede (13-13-13), The Hague (12-12-12), Groningen (18-15-15), Rotterdam (16-15-15), and Utrecht (15-15-15). One rural district, Zeeland, will also be included with 15 infant schools and 13 junior schools, making 13 combined units.

It is hoped that broadening the experiment will have far-reaching effects in encouraging systematic thinking and curriculum reform for younger children. "Special situations" will be paid to planning at the school level with the aim of making educational experiences appropriate to the needs and aptitudes of the individual child.

From the beginning of August this year an extra materials allowance of 2,000 guilders (£500) per school will be available. Structured attempts will be made to spread the benefits of the experience gained, and detailed records will be kept.

It also has the right to submit proposals concerning educational material. The proposed educational material will be distributed to all schools in the country.

Legislation concerning the councils will be assembled into a special Schools Council Bill and the councils should be operative from the spring term of 1979.

Legislation concerning the councils will be assembled into a special Schools Council Bill and the councils should be operative from the spring term of 1979.

Legislation concerning the councils will be assembled into a special Schools Council Bill and the councils should be operative from the spring term of 1979.

Legislation concerning the councils will be assembled into a special Schools Council Bill and the councils should be operative from the spring term of 1979.

Legislation concerning the councils will be assembled into a special Schools Council Bill and the councils should be operative from the spring term of 1979.

Legislation concerning the councils will be assembled into a special Schools Council Bill and the councils should be operative from the spring term of 1979.

Legislation concerning the councils will be assembled into a special Schools Council Bill and the councils should be operative from the spring term of 1979.

### Sweden

## More power for parents

from Colin Narbrough

STOCKHOLM Education proposals more influence for parents in decisions on curriculum and environment.

The Education Department documents their work with, however, the national board of schools.

The memorandum gives a chance for schools to make their own decisions. It complements a number of principles for school development worked out by the Education Department. This proposed that the councils should be composed of parents, pupils, teachers and school staff. Greater decisions on curriculum and environment are to be given to the councils.

The councils should be composed of parents, pupils, teachers and school staff. Greater decisions on curriculum and environment are to be given to the councils.

The councils should be composed of parents, pupils, teachers and school staff. Greater decisions on curriculum and environment are to be given to the councils.

The councils should be composed of parents, pupils, teachers and school staff. Greater decisions on curriculum and environment are to be given to the councils.

The councils should be composed of parents, pupils, teachers and school staff. Greater decisions on curriculum and environment are to be given to the councils.

The councils should be composed of parents, pupils, teachers and school staff. Greater decisions on curriculum and environment are to be given to the councils.

The councils should be composed of parents, pupils, teachers and school staff. Greater decisions on curriculum and environment are to be given to the councils.

The councils should be composed of parents, pupils, teachers and school staff. Greater decisions on curriculum and environment are to be given to the councils.

The councils should be composed of parents, pupils, teachers and school staff. Greater decisions on curriculum and environment are to be given to the councils.

The councils should be composed of parents, pupils, teachers and school staff. Greater decisions on curriculum and environment are to be given to the councils.

The councils should be composed of parents, pupils, teachers and school staff. Greater decisions on curriculum and environment are to be given to the councils.

The councils should be composed of parents, pupils, teachers and school staff. Greater decisions on curriculum and environment are to be given to the councils.

The councils should be composed of parents, pupils, teachers and school staff. Greater decisions on curriculum and environment are to be given to the councils.

The councils should be composed of parents, pupils, teachers and school staff. Greater decisions on curriculum and environment are to be given to the councils.

## TRAVEL

**NST LTD**  
(SCHOOL AND GROUP TRAVEL SPECIALISTS)

**GUARANTEED  
FIXED PRICES  
FOR 1979  
ARE NOW AVAILABLE**

Write in for a quotation. If when our 1979 brochure is published the cost of your tour is higher than the brochure price we will reduce your quoted price. If, however, your price is lower than the brochure price your holiday cost will not be increased. YOU CAN'T LOSE!

We strongly recommend that you travel only with members of ABTA and enjoy the protection of ABTA Guarantees.

Please return coupon to:  
NST FREEPOST, Blackpool, FY2 0ER  
(no stamp required)  
Tel (0253) 52526 (10 lines)  
Name of Leader .....  
Name of School .....  
Address of School .....  
Tel. No. ....  
I am interested in a Continental/UK Holiday to .....  
Duration of Holiday .....  
Date of Travel .....  
Approx. size of Group .....  
Age approx. ....  
N.S.T. Ltd, 13 All Hollows Rd., Blispham, Blackpool

## "ENGLISH THROUGH ADVENTURE"

August 20th to September 10th, 1978  
An intensive study/leisure course aimed at helping those preparing for "A" level English, or other examinations in English, to improve their command of the language. Organized and run throughout by fully qualified staff at one of the most beautiful country houses on the river Dart (until recently, an outdoor school), the course includes expert coaching in many outdoor activities such as canoeing, rock climbing, orienteering, horse riding, etc. For further information please contact:  
Mr R. A. Warren, M.B.E., English Through Adventure Courses, 7, Elmwood Road, Newton Abbot, Devon.  
Telephone: Newton Abbot 3887 or 67329.

## AEROCROUISE

**EDUCATIONAL VISITS**  
1978/79 Winter Season Programme  
Educational visits by Laker Airways to Athens, Florence, Jerusalem, Malaga, Rome, Seville, Tel Aviv or Tenerife, all at fully inclusive prices. Also North American destinations. For details, phone or write to:  
**AEROCROUISE** Laker Aircraft Consolidation Ltd  
Gatwick Airport-London, Horley, Surrey  
(Tel: Grinley 614601 or 01-888 9383)



## LETTERS

## Before the revolution

Sir,—The implications (or  
of the development of micro-  
sars are far greater than the  
duction of the new technolo-  
th eclassroom as you suggest  
your front page leader (1)  
"Rending the revolution-  
ism."

The timescale is also far  
than many people are pre-  
cept while the consequent  
more far-reaching in terms  
order. Further, I believe the  
Government has not faced  
the longer term problems of  
chronic unemployment and has  
concentrated too much on  
which are merely playing with  
numbers of those out of work.

As a careers master I  
posed to encourage my pupils  
think in terms of work as  
preoccupation of people in  
side, adult world; indeed  
vocational training, and

immediately try to find a new job. There are some who are obsessed with overtime pay, but to those who have to work

## Records and Warnock

to make ends meet]. It is  
able to enppose that the  
will change the face of  
ing industry, especially  
task is completely rou

one is familiar with the automation. I do not think the general public is aware that the service industries will also be affected. Is it too extreme to suggest that the postal service, by the turn of the century, will be similar to the telephone service today?

How many of our people in school this July have any notion of computers? Do we

## Tangled up in Taylor

in such a way that pupils  
be both inquisitive and  
essantol qualities of a progre  
What about the need for th  
accuracy? How should  
pore the pupil for post  
aducetion? There are  
tiona that need to be  
urgently and while I am

## Beyond the bogus

## Opinions of clergy

Sir, - Peter Hebblethwaite's review of our Clergy, Ministers and Priests (May 26) is very terse and testy. The book may well be both flawed in analysis and conclusion and graceless in style but, as a reviewer, Mr Hebblethwaite is bound to convey what his survey does not support, a distorted and misleading impression to the reader. On two counts, we believe it does.

In the first place, he suggests that the very basis of the book is suspect: that it is "essentially" completed. While it is true that we had restricted ourselves to a single method, our sample was more than adequate as he allows. Within the nine dioceses and districts selected, there was a systematic canvassing of opinion, with only fully answered questionnaires being used in the analysis. All of this is comprehensively conveyed

In Appendix I, together with an explanation of how the questionnaire was arrived at. Secondly, and more importantly, we should take exception to the patronizing "not surprisingly" the authors demonstrate that attitudes to ecumenism . . . depend upon what you . . . clergyman think the church is all about. While, however, we discovered to be of more significance and strength is the quality of the institution itself; the plausible claim that there are, for example, clergymen with radical beliefs (violence and intolerance) but that their separate denominations is not supported by our research.

ALAN BRYMAN,  
STEWART RANSON,  
BOB HININGS,  
Institute of Local Government  
Studies,  
University of Birmingham  
PO Box 363, Birmingham,

# Art with 80p brushes

six.—I was disturbed by the seemingly casual assumption of writers in the *TES* Editor on Art, Craft and Design (May 19), that the visual arts could and would continue to form an indispensable part of the curriculum. My colleagues to with-  
 art, a very serious danger, that the "art design" may be priced out of the curriculum due to financial constraints.  
 During a recent teaching practice in an area of the north-west that ranges over a number of different educational authorities, I was shocked at a five fairly typical secondary school as to their annual registration allowances for art and design departments. I list the details below:  
 When it is realized that, to the current catalogue of a leading supplier, a 'leize five general purposes' paint brush costs 80p, and a ream of good quality cartridge paper 331p (including discount) it is a little easy to see the ever-increasing difficulties being faced by art and design departments.  
 Aro heads aware, or made aware by their art staff, of the consumer-intensive nature of the subject? Of the very high percentage that is spent on consumable items? And again that items axionially non-consumable, such as brushes, have only a limited life in the busy art department?

Does the board often enthusiastic-  
vise support for the visual arts  
equate with its-bis-bar financial sup-  
port?

Are departmental allocations  
within the school ever discussed  
between home and heads of  
departments in any meaningful  
fashion? Is it just a coincidence  
that the school which has the  
most liberal allowance was the only  
one of the five schools where all  
department totals were known?

Although I have given the three  
schools a good deal of thought, I  
know of many other schools where  
the financial situation is giving  
considerable cause for concern; it  
would be interesting to know what  
other readers' views on the matter  
which might then shed some light  
on a more widespread picture.

RALPH H. MAY, A. R. C. S. Ed.  
Headmaster, Fordey,  
Merseyside.

## How Kent succeeds

100

100

Yet the scheme has positive advantages, to which certain polemicists may be blind. Without the strait-jacket of the 11 plus it has been possible to retain centres of excellence in a flexible system. Given the geographical distribution of schools in the area, the range of O and A level choice at present available would be economically impossible in self-contained comprehensive schools. If all pupils had been dispensed in a dozen schools round Maidstone, there would not have been the 24 Oxbridge awards implicitly denigrated in the majority of high schools. They have changed their linings from the old secondary modern schools; many are developing fifth and sixth year courses which enable pupils to transfer into upper school sixth forms with considerable success. There are less in the "Thomas-side" system and more in agreement on transfer rates at 13+.

P. A. J. PETTIT,  
Headmaster,  
The Grennam School, Maidstone.

*New INSET Videotape  
Programmes from Drake  
Educational Associates*

The following videotape programmes have been designed for use in in-service courses for serving teachers. They will also provide useful materials for students at Colleges and Departments of Education. —

**Early Screening Procedures**  
Project Directors: Sheila Wolfendale and Trevor Brysons

- Programme 1 Why Early Screening?  
Programme 2 Speech and Communication  
Programme 3 Perceptual-motor Development  
Programme 4 Emotional-social Development  
Programme 5 Response to Learning  
Programme 6 Intervention and Evaluation

**Mathematics in the Infant/First School**  
**Project Director: John Marshall**

Programme 1	Sorting
Programme 2	Inventing Number

- Programme 3 Addition and Subtraction  
Programme 4 Multiplication  
Programme 5 Division  
Programme 6 Classroom Organisation
- islog a Remedial Reading Programme  
Director, R. S. Bushell
- Programme 1 The Present Nond  
Programme 2 Screening Procedures  
Programme 3 Analysis of Individual Needs  
Programme 4 Causes of Reading Failure  
Programme 5 Use of Achievement Tests  
Programme 6 Use of Diagnostic Tests

For further information write to Drake Educational Associates, 212 Whitchurch Road, Cardiff CF4 3XF.



"You're not leaving until you've finished your wedding, is that right?"



A cartoon illustration of a boy with a speech bubble. The sign on the wall reads "VOUCHER ISLAND". The boy's speech bubble says: "CAN'T YOU PERSUADE DAD TO CHANGE MY SCHOOL?"

**where** JUNE ISSUE

The education magazine published monthly by the Advisory Centre for Education (ACE) Ltd.

**Using scraps for schools**  
**Higher education—end of elitist era?**  
**Special education—why we must integrate**  
**Are the days of GCE and CSE numbered**

**Support the consumer movement in education  
SUBSCRIBE TO WHERE NOW**

- To: ACE, 18 Victoria Park Square, London E2
- (1) Send me WHERE for one year. I would like cheque/PO made out to ACE Ltd, for £5.50.
  - (2) I want to subscribe by BANKER'S ORDER (CASH) - send me forms.
  - (3) Send more details of WHERE and ACE.

Name .....  
Address .....

## Environmental kits

**SIX**—The review by John Tranter (June 2) of environmental kits was informative and timely. However, it would be unfortunate if this review discouraged left anyone with the impression that environmental educational science or environmental studies could not, or should not, be contaminated without such hard-

Prices at over £220, they are surely an out-of-the-luxury for most schools. But could be possible purchases for schools and university education departments and made available to local schools on the rare occasions that they are needed.

It is important to remember that a great deal of valuable investigative work can be done within the

I fancy that  
a few of us who mean  
to look to their future, & to  
pursue practical, hard, serious  
study,  
P. O. HUTCHINGS, MA. (Ct.)  
6 The Greenway,  
Powick, Worcester.

**TINDERBOX**  
I LIVE!  
Music and Story  
for Children  
93, Strand Road  
London SE24  
(01) 274 5311



## COURSES



NATIONAL ASSOCIATION FOR REMEDIAL EDUCATION  
Annual Course & Conference  
15th-18th September  
UNIVERSITY OF BATH

Please reserve these dates now for N.A.R.E.'s Annual Course and Conference to be held at Bath University. 1978 will be N.A.R.E.'s INTERNATIONAL YEAR and our theme will be AWARENESS at local, national and international level. Visiting lecturers include Dr. Lotte Schenk-Dauninger the Viennese expert on dyslexia, and teachers from Denmark, Finland, Australia, Elze, are expected to speak. Social activities are full and varied, the Civic Reception being planned for the Assembly Rooms and Museum of Costume.

FULL RESIDENTIAL FEE—£35+£4.50 Surcharge for NON members.

NON-RESIDENTIAL FEE—£13+£2.50 Surcharge for NON members.....

INFORMATION AND BOOKING FORMS FROM:  
MRS N. EDWARDS, 28 SEVERN ROAD, WESTON-S-MARE

## AVERY HILL COLLEGE

DO YOU CARE .....

..... about Man .....

..... about his Environment?

Enquire about the

DipHE in Religious and Social Studies and

DipHE in Environmental Studies

from The Academic Registrar, Avery Hill College, Boxley  
Road, London SE9 2PQ, or phone 01-850 0081.

ilea

Roehampton  
InstituteBACHELOR OF HUMANITIES  
(UNIVERSITY OF LONDON)

Degree courses in

## EUROPEAN STUDIES

In combination with one of the following:  
Education; English; French; Geography; Mathematics  
Religious Studies

Roehampton Lane SW15 5PJ

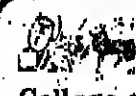
Telephone: 01-878 5751

STUDY  
SKILLS

Short intensive courses of practical  
training in advanced study skills.  
Learning strategies, rapid and thorough  
reading, note making, motivation,  
problem solving, memorising, creative  
thought, revision, examination tech-  
niques, concentration.  
Designed for students, teachers and  
administrators. Day courses begin 10th  
July, 7th and 21st August, 11th Sep-  
tember. Weekend courses every month.  
LEARNING METHODS GROUP  
84 Hampstead Way,  
London NW11 7XV  
Tel. 01-485 4286 (24 hours)

TES  
SPECIAL  
INSETS

IF YOU WOULD LIKE A  
LIST OF THE SPECIAL  
INSETS DUE TO APPEAR  
IN THE TES PLEASE  
WRITE TO THE ADVER-  
TISEMENT MANAGER,  
THE TIMES EDUCATIONAL  
SUPPLEMENT, P.O. BOX 7,  
NEW PRINTING HOUSE  
SQUARE, GRAY'S INN  
ROAD, LONDON WC1X  
8EZ.

College of St. Mark  
and St. JohnDIPLOMA  
IN  
EDUCATION(English Language  
Teaching)

ADES-approved one-  
year courses in English  
as a Foreign Language  
(taught by the  
University of Essex).  
Applications are invited  
from experienced and  
qualified teachers.  
Course includes applied  
linguistics, methodology of  
contemporary English,  
modern language  
teaching methods,  
including the use of  
audio-visual aids,  
English Literature,  
curriculum development,  
psychology and  
sociology of education.  
Further particulars and  
application forms from:  
The Academic  
Registrar (T.E.S.),  
College of St. Mark  
and St. John,  
Ceredigion Road,  
Plymouth PL4 8HH.

## Sport

## PE staffs 'isolated by jargon'

by Stanley Levenson

Physical education teachers are isolating themselves from the sports world with their jargon and it is no thanks to them that sport is booming, said Mr Ron Pickering, former PE teacher now a television commentator, during a seminar in London.

Many teachers have effectively gone into an ivory tower surrounded by incomprehensible technical language. The growth in sports is due to entrepreneurs, to economic factors rather than to efforts in schools. Mr Pickering also said that fair play needed more emphasis in schools. "There is no sport without fair play, and fair play can only be learned in schools."

The seminar, organized by the Physical Education Association and the second of its kind, was aimed at improving communication between physical educationists and sports administrators. Mr John Pearson, a London teacher, said colleges of education could better be kept in touch with the outside world if they attracted more coaches instead of something like teachers because they did not hold teaching qualifications.

In a crowded school, with pressure on staff and facilities, the aim should be to lay the foundation for a variety of sporting skills. Children who sought more expert and

live coaching were encouraged to join local clubs. Less the channel for gathering information from governing bodies to seminars in schools.

Coaches and officials, he said, should make more use of facilities.

The seminar, sponsored by International, showed that there was a general desire for

ing together there were still of principle to be tried and out.

This will be done by further discussions between the governing bodies.

The national schools of the national senior championships of this year's C&J are among the finalists in the inaugural Outline gymnastics championships for older girls at Palace, London, on Sunday.

Older, in this case, means 16, but almost all 40 coaches are only 16 or 17. The 20, Gillian Hodgson (Kellogg School, Ipswich), the school captain, is one of the 16-year-olds. She has a difficult afternoon. She is one of her school's best gymnasts. She is 16-year-old Susan G. through, the British champion. Susan, of New Langes

near Farnham, was in the final to win the Daily Mirror scholarship final, and a year competed in the Olympic in Canada.

She is one of the few girls in the Commonwealth team in Edmonton, Alberta, in Canada. Another of the four-year-olds competing on Sunday-Kellogg (Colno Valley High School, Colno Valley) is the British field, winner of the Olympic who is also the national champion. She is one of the few girls in the Commonwealth team in Edmonton, Alberta, in Canada.

Sunday's competition, for the Outline Scholarship, was one girl, one event, for the exercise Olympic routine. The new limitation is to give the girls a chance to show their gymnastic prowess in a more practical way. The girls are to perform a set of exercises in a set time. The girls are to perform a set of exercises in a set time. The girls are to perform a set of exercises in a set time.



Polsed and purposeful—Kathleen Williams, Central High School for Girls, Manchester, who goes to Moscow on a "Dolly Mirror" gymnastics scholarship.

## Boxers over the border

English schools boxing officials have been taking an active part in plans to form an organization in Scotland. Mr Jack May and Mr Wilf Young, chairman and secretary of the Schools Amateur Boxing Association, recently visited Glasgow to meet senior Scottish association and club officials.

The Scots have been boxing in the schools finals at Blackpool for the past two years, and Mr Young is looking forward to the day when there will be a full-scale international tournament between the two countries.

Meanwhile, on Thursday next, the English came to blows with the Welsh in their annual match, this time at the Bridgend Leisure Centre.

Leighton Park School, Reading, has for some years been an important force in schools boxing and this year is no exception. Hugh Boardall and Peter Lancaster were in the British junior team, and Lucy Perrett, eighth in the world K1 junior championships in 1977, is a member of the women's senior team.

During the past six years, nine Leighton Park pupils have gained international honours, which cannot be held for a school population of about 340.

The two boys competed recently in a sprint regatta at Ghent, Belgium where they were part of a K1 crew which gained a bronze medal over 1,000 metres.

Lucy's most recent competition was in Bratislava, Czechoslovakia, where she reached the semi-finals in the K1. The catalyst for Leighton Park's boxing expertise is Mr Bernard Perrett, Lucy's father, the school's director of physical education. Mr Perrett is a boxing enthusiast. He looks after the national junior team and is a British Coach, Union selector. He is also a member of the British School in independent and parents were ready to put more money into boxing. They have 30 kayaks of

## Table tennis winners

Results of the finals of the Association of Youth Clubs (A.Y.C.) table tennis tournament at Leighton Park (Maidenhead) 21-22, 23-24, 25-26, 27-28, 29-30, 31-32, 33-34, 35-36, 37-38, 39-40, 41-42, 43-44, 45-46, 47-48, 49-50, 51-52, 53-54, 55-56, 57-58, 59-60, 61-62, 63-64, 65-66, 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80, 81-82, 83-84, 85-86, 87-88, 89-90, 91-92, 93-94, 95-96, 97-98, 99-100, 101-102, 103-104, 105-106, 107-108, 109-110, 111-112, 113-114, 115-116, 117-118, 119-120, 121-122, 123-124, 125-126, 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140, 141-142, 143-144, 145-146, 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162, 163-164, 165-166, 167-168, 169-170, 171-172, 173-174, 175-176, 177-178, 179-180, 181-182, 183-184, 185-186, 187-188, 189-190, 191-192, 193-194, 195-196, 197-198, 199-200, 201-202, 203-204, 205-206, 207-208, 209-210, 211-212, 213-214, 215-216, 217-218, 219-220, 221-222, 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238, 239-240, 241-242, 243-244, 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258, 259-260, 261-262, 263-264, 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280, 281-282, 283-284, 285-286, 287-288, 289-290, 291-292, 293-294, 295-296, 297-298, 299-300, 301-302, 303-304, 305-306, 307-308, 309-310, 311-312, 313-314, 315-316, 317-318, 319-320, 321-322, 323-324, 325-326, 327-328, 329-330, 331-332, 333-334, 335-336, 337-338, 339-340, 341-342, 343-344, 345-346, 347-348, 349-350, 351-352, 353-354, 355-356, 357-358, 359-360, 361-362, 363-364, 365-366, 367-368, 369-370, 371-372, 373-374, 375-376, 377-378, 379-380, 381-382, 383-384, 385-386, 387-388, 389-390, 391-392, 393-394, 395-396, 397-398, 399-400, 401-402, 403-404, 405-406, 407-408, 409-410, 411-412, 413-414, 415-416, 417-418, 419-420, 421-422, 423-424, 425-426, 427-428, 429-430, 431-432, 433-434, 435-436, 437-438, 439-440, 441-442, 443-444, 445-446, 447-448, 449-450, 451-452, 453-454, 455-456, 457-458, 459-460, 461-462, 463-464, 465-466, 467-468, 469-470, 471-472, 473-474, 475-476, 477-478, 479-480, 481-482, 483-484, 485-486, 487-488, 489-490, 491-492, 493-494, 495-496, 497-498, 499-500, 501-502, 503-504, 505-506, 507-508, 509-510, 511-512, 513-514, 515-516, 517-518, 519-520, 521-522, 523-524, 525-526, 527-528, 529-530, 531-532, 533-534, 535-536, 537-538, 539-540, 541-542, 543-544, 545-546, 547-548, 549-550, 551-552, 553-554, 555-556, 557-558, 559-560, 561-562, 563-564, 565-566, 567-568, 569-570, 571-572, 573-574, 575-576, 577-578, 579-580, 581-582, 583-584, 585-586, 587-588, 589-590, 591-592, 593-594, 595-596, 597-598, 599-600, 601-602, 603-604, 605-606, 607-608, 609-610, 611-612, 613-614, 615-616, 617-618, 619-620, 621-622, 623-624, 625-626, 627-628, 629-630, 631-632, 633-634, 635-636, 637-638, 639-640, 641-642, 643-644, 645-646, 647-648, 649-650, 651-652, 653-654, 655-656, 657-658, 659-660, 661-662, 663-664, 665-666, 667-668, 669-670, 671-672, 673-674, 675-676, 677-678, 679-680, 681-682, 683-684, 685-686, 687-688, 689-690, 691-692, 693-694, 695-696, 697-698, 699-700, 701-702, 703-704, 705-706, 707-708, 709-710, 711-712, 713-714, 715-716, 717-718, 719-720, 721-722, 723-724, 725-726, 727-728, 729-730, 731-732, 733-734, 735-736, 737-738, 739-740, 741-742, 743-744, 745-746, 747-748, 749-750, 751-752, 753-754, 755-756, 757-758, 759-760, 761-762, 763-764, 765-766, 767-768, 769-770, 771-772, 773-774, 775-776, 777-778, 779-780, 781-782, 783-784, 785-786, 787-788, 789-790, 791-792, 793-794, 795-796, 797-798, 799-800, 801-802, 803-804, 805-806, 807-808, 809-810, 811-812, 813-814, 815-816, 817-818, 819-820, 821-822, 823-824, 825-826, 827-828, 829-830, 831-832, 833-834, 835-836, 837-838, 839-840, 841-842, 843-844, 845-846, 847-848, 849-850, 851-852, 853-854, 855-856, 857-858, 859-860, 861-862, 863-864, 865-866, 867-868, 869-870, 871-872, 873-874, 875-876, 877-878, 879-880, 881-882, 883-884, 885-886, 887-888, 889-890, 891-892, 893-894, 895-896, 897-898, 899-900, 901-902, 903-904, 905-906, 907-908, 909-910, 911-912, 913-914, 915-916, 917-918, 919-920, 921-922, 923-924, 925-926, 927-928, 929-930, 931-932, 933-934, 935-936, 937-938, 939-940, 941-942, 943-944, 945-946, 947-948, 949-950, 951-952, 953-954, 955-956, 957-958, 959-960, 961-962, 963-964, 965-966, 967-968, 969-970, 971-972, 973-974, 975-976, 977-978, 979-980, 981-982, 983-984, 985-986, 987-988, 989-990, 991-992, 993-994, 995-996, 997-998, 999-1000, 1001-1002, 1003-1004, 1005-1006, 1007-1008, 1009-1010, 1011-1012, 1013-1014, 1015-1016, 1017-1018, 1019-1020, 1021-1022, 1023-1024, 1025-1026, 1027-1028, 1029-1030, 1031-1032, 1033-1034, 1035-1036, 1037-1038, 1039-1040, 1041-1042, 1043-1044, 1045-1046, 1047-1048, 1049-1050, 1051-1052, 1053-1054, 1055-1056, 1057-1058, 1059-1060, 1061-1062, 1063-1064, 1065-1066, 1067-1068, 1069-1070, 1071-1072, 1073-1074, 1075-1076, 1077-1078, 1079-1080, 1081-1082, 1083-1084, 1085-1086, 1087-1088, 1089-1090, 1091-1092, 1093-1094, 1095-1096, 1097-1098, 1099-1100, 1101-1102, 1103-1104, 1105-1106, 1107-1108, 1109-1110, 1111-1112, 1113-1114, 1115-1116, 1117-1118, 1119-1120, 1121-1122, 1123-1124, 1125-1126, 1127-1128, 1129-1130, 1131-1132, 1133-1134, 1135-1136, 1137-1138, 1139-1140, 1141-1142, 1143-1144, 1145-1146, 1147-1148, 1149-1150, 1151-1152, 1153-1154, 1155-1156, 1157-1158, 1159-1160, 1161-1162, 1163-1164, 1165-1166, 1167-1168, 1169-1170, 1171-1172, 1173-1174, 1175-1176, 1177-1178, 1179-1180, 1181-1182, 1183-1184, 1185-1186, 1187-1188, 1189-1190, 1191-1192, 1193-1194, 1195-1196, 1197-1198, 1199-1200, 1201-1202, 1203-1204, 1205-1206, 1207-1208, 1209-1210, 1211-1212, 1213-1214, 1215-1216, 1217-1218, 1219-1220, 1221-1222, 1223-1224, 1225-1226, 1227-1228, 1229-1230, 1231-1232, 1233-1234, 1235-1236, 1237-1238, 1239-1240, 1241-1242, 1243-1244, 1245-1246, 1247-1248, 1249-1250, 1251-1252, 1253-1254, 1255-1256, 1257-1258, 1259-1260, 1261-1262, 1263-1264, 1265-1266, 1267-1268, 1269-1270, 1271-1272, 1273-1274, 1275-1276, 1277-1278, 1279-1280, 1281-1282, 1283-1284, 1285-1286, 1287-1288, 1289-1290, 1291-1292, 1293-1294, 1295-1296, 1297-1298, 1299-1300, 1301-1302, 1303-1304, 1305-1306, 1307-1308, 1309-1310, 1311-1312, 1313-1314, 1315-1316, 1317-1318, 1319-1320, 1321-1322, 1323-1324, 1325-1326, 1327-1328, 1329-1330, 1331-1332, 1333-1334, 1335-1336, 1337-1338, 1339-1340, 1341-1342, 1343-1344, 1345-1346, 1347-1348, 1349-1350, 1351-1352, 1353-1354, 1355-1356, 1357-1358, 1359-1360, 1361-1362, 1363-1364, 1365-1366, 1367-1368, 1369-1370, 1371-1372, 1373-1374, 1375-1376, 1377-1378, 1379-1380, 1381-1382, 1383-1384, 1385-1386, 1387-1388, 1389-1390, 1391-1392, 1393-1394, 1395-1396, 1397-1398, 1399-1400, 1401-1402, 1403-1404, 1405-1406, 1407-1408, 1409-1410, 1411-1412, 1413-1414, 1415-1416, 1417-1418, 1419-1420, 1421-1422, 1423-1424, 1425-1426, 1427-1428, 1429-1430, 1431-1432, 1433-1434, 1435-1436, 1437-1438, 1439-1440, 1441-1442, 1443-1444, 1445-1446, 1447-1448, 1449-1450, 1451-1452, 1453-1454, 1455-1456, 1457-1458, 1459-1460, 1461-1462, 1463-1464, 1465-1466, 1467-1468, 1469-1470, 1471-1472, 1473-1474, 1475-1476, 1477-1478, 1479-1480, 1481-1482, 1483-1484, 1485-1486, 1487-1488, 1489-1490, 1491-1492, 1493-1494, 1495-1496, 1497-1498, 1499-1500, 1501-1502, 1503-1504, 1505-1506, 1507-1508, 1509-1510, 1511-1512, 1513-1514, 1515-1516, 1517-1518, 1519-1520, 1521-1522, 1523-1524, 1525-1526, 1527-1528, 1529-1530, 1531-1532, 1533-1534, 1535-1536, 1537-1538, 1539-1540, 1541-1542, 1543-1544, 1545-1546, 1547-1548, 1549-1550, 1551-1552, 1553-1554, 1555-1556, 1557-1558, 1559-1560, 1561-1562, 1563-1564, 1565-1566, 1567-1568, 1569-1570, 1571-1572, 1573-1574, 1575-1576, 1577-1578, 1579-1580, 1581-1582, 1583-1584, 1585-1586, 1587-1588, 1589-1590, 1591-1592, 1593-1594, 1595-1596, 1597-1598, 1599-1600, 1601-1602, 1603-1604, 1605-1606, 1607-1608, 1609-1610, 1611-1612, 1613-1614, 1615-1616, 1617-1618, 1619-1620, 1621-1622, 1623-1624, 1625-1626, 1627-1628, 1629-1630, 1631-1632, 1633-1634, 1635-1636, 1637-1638, 1639-1640, 1641-1642, 1643-1644, 1645-1646, 1647-1648, 1649-1650, 1651-1652, 1653-1654, 1655-1656, 1657-1658, 1659-1660, 1661-1662, 1663-1664, 1665-1666, 1667-1668, 1669-1670, 1671-1672, 1673-1674, 1675-1676, 1677-1678, 1679-1680, 1681-1682, 1683-1684, 1685-1686, 1687-1688, 1689-1690, 1691-1692, 1693-1694, 1695-1696,



# Alice's Adventures in Educationland

By Ian Lewis

With illustrations by Mike Brownfield

Alice was beginning to get very tired of her teacher training course, and of having no teaching to do; once or twice she had peeped into books on education, but they had nothing about schools or children in them, "and what is the use of a book about education", thought Alice, "without a mention of schools?"

So she was considering, in her own mind (as well as she could, for the boring lecture on developmental theory made her feel very sleepy and stupid) whether the chances of getting a job would be worth all the trouble of writing all those applications, when suddenly a rabbit with pink eyes ran close to her.

There was nothing so very remarkable to that; nor did Alice think it so very much out of the way to hear the rabbit say to itself: "Oh, dear! Oh, dear! Another insignificant correlation!" but when the Rabbit took a calculator out of its waistcoat-pocket, and looked at it, and then hurried on, Alice started to her feet. It flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a calculator to take out of it. Burning with curiosity she saw it pop down a large rabbit hole and, in another moment, down she went after it.

The tunnel dipped so suddenly that Alice found herself falling down what seemed to be a very deep well. When she looked at the sides of the wall she

noticed they were filled with green and white papers, population projections, reorganization schemes all thrown into disorganized heaps, and covered in dust. She took a jar from one shelf as she passed; it was labelled "FUTURE PLANS", but to her great disappointment it was empty.

Suddenly, thump! thump! down she came on a heap of dry leaves. Alice was not a bit hurt. Before her was another passage and the Rabbit was still in sight. Away Alice went like the wind, and was just in time to hear it say: "Oh my falling birthrate, how late it's getting!" She was close behind it when she turned the corner, but the Rabbit was no longer in sight. She found herself in a long, low hall.

There were doors all round the hall, but they were all locked and Alice wondered how she would ever get out. Looking around she saw a table with a bottle on it labelled: "Classroom Interaction: Drink me". Alice looked curiously at the bottle to make sure it wasn't marked "poison". As it was not so marked, she tried it, found it very nice and very soon finished it.

"What a curious feeling!" said Alice. She found she was only ten cms high, and she thought how easy it would now be to get into classrooms without being noticed. Unfortunately, there were no

classrooms there, so Alice looked around further and eventually found a little glass box labelled: "Traditional Sociology: Eat Me". "Well, I'll try it," said Alice, and as she did so she noticed that she had grown so tall that she could no longer see her feet. Now Alice could look over the whole system of education, she thought, and see how it works.

However, in her new state she felt rather uncomfortable and began to cry, until there was a large pool around her, covering her feet, and stretching down the hall.

After a time she saw the White Rabbit returning, splendidly dressed with a pair of white paper gloves in one hand and a large hot air fan in the other, muttering to himself as he came: "Oh! the DES, the DES! Oh! won't she be savage if I've kept her waiting!" Alice said: "If you please, sir—" and the Rabbit started, dropped the gloves and fan, and ran off.

Alice took up the gloves and cooled herself with the fan. "Dear, dear! How queer everything is today! Let's see if I can remember anything from my training course." Her voice sounded strange:

"How do the little schoolmaster Reward the middle class And make the best work faster So all exams they pass! How cheerfully he seems to grin

As working class kids fall He welcomes all the goodies in The rest—beyond the pale."

"I'm sure that can't be right," Alice, and her eyes filled with tears again. As she spoke, she noticed that had not one of the Rabbit's gloves must be growing small again, and she dropped the fan in surprise, only that she stopped shrieking. She saw one door and slipped, and found it up to her neck in salt water.

"I wish I hadn't cried so much!" Alice, and just then, she saw a splash about near her.

"O mouse, do you know if this Pool of Wasted Ability? I don't stay here." "Let's get to the end," said the Mouse, "this pool is getting overcrowded". Alice noticed that the pool was full of all sorts of sizes of people.

"Come on! Let's do something," said Alice, and led the way to the door. "Now, let's get dry," said Alice, and whole dripping party stood on the beach.

"The best thing to get us dry is a Free-School Rector," said Alice, and Alice had just noticed.

"What is a Free-School Rector?" Alice asked. "Why," said the Dog, "it's everyone started to run when they stopped when they liked and went where they liked. When everybody had stopped, Alice asked: "Well! Who has won?" "Everybody has won," said the Dog, "and all must have prizes."

Luckily, Alice found she had a box of sweets in her pocket, and she gave exactly enough for everybody to have one.

"You promised to tell me your name," Alice reminded the Mouse.

"It is a long and sad tale," said Alice, and began:

Mummy said to the mouse, "Will you go and get me some more of those sweets?" "I'll go," said the mouse, "but I'll be back in a minute." "I'll be back in a minute," said the mouse, "but I'll be back in a minute."

"But school shouldn't be like this," said Alice. "It should be like a garden, where the children should be marked for life." "At the whole crowd set up," said Alice, and she clapped her hands and ran off.

She saw the Rabbit again, and she was very much like the Rabbit. "The DES! The DES!" she said, and she was very much like the Rabbit. "The DES! The DES!" she said, and she was very much like the Rabbit.

"How tiresome these reorganizations are!" said Alice. "No, there's no right way to do it," said the Rabbit. "How tiresome these reorganizations are!" said Alice. "No, there's no right way to do it," said the Rabbit.

"Always asking questions, but never giving answers," said Alice. "That's the way of the world," said the Rabbit. "Always asking questions, but never giving answers," said Alice. "That's the way of the world," said the Rabbit.

"I should be so glad to see you," said Alice. "I should be so glad to see you," said Alice. "I should be so glad to see you," said Alice. "I should be so glad to see you," said Alice.

"I should be so glad to see you," said Alice. "I should be so glad to see you," said Alice. "I should be so glad to see you," said Alice. "I should be so glad to see you," said Alice.

"I should be so glad to see you," said Alice. "I should be so glad to see you," said Alice. "I should be so glad to see you," said Alice. "I should be so glad to see you," said Alice.

"Who are you?", said a voice from behind her. She looked up and saw a Caterpillar sitting on a mushroom. It was a large caterpillar, with a red face, balding, but with large side-whiskers, reading a black paper.

"I don't know, sir," said Alice, a little disconcerted. "I keep changing, or things keep changing. Everytime I think I understand how the education system works it becomes different."

"What do you mean by that?", asked the Caterpillar, sternly. "Explain yourself."

"I can't explain myself, sir, let alone the system," said Alice.

"It's all perfectly plain to me," said the Caterpillar. "You just have to realize that only some people like me can pass through the system and become a butterfly. That's what the system's for: deciding who are in heronome the butterflies."

"I'm sure that can't be right," said Alice, "but I can't seem to remember anything properly at the moment."

"Repeat: 'You are old, dear Rhodes Boyson'," said the Caterpillar.

Alice began:

"You are old, dear Rhodes Boyson," the young man said:

"And your whiskers have grown very white."

Yet you say that selection is the way ahead—

"In my youth", then Rhodes Boyson replied to the lad,

"I worked hard to pass all my tests; And since my results were not all that bad,

Why, I think it should do for the rest."

"You are old," said the boy, "as I mentioned before,

And your party would not all agree. Could you turn a back-somerset, if you come to the fore;

Pray what would your policy be?"

"In my youth", said the sage as his finger he waved,

"I kept all my notions wide open. Which allows me to appear to be well-behaved,

I'm sure that in office I'd cope then."

"You are old," said the youth, "one would hardly, I think,

See your views as other than sinister. Yet you balance, with St John, right over the brink,

Which of you two will be the next minister?"

"I have answered your questions, and that is enough."

"Do you think I can listen all the time to such stuff?"

"That's far worse than old Robin Dav!"

"I thought it was far right," said Alice. "In that case," said the Caterpillar, "it's time that you left."

"But if I did then I should be left," said Alice, "and I don't think you'd like that, would you?"

"If you're going to be like that," said the Caterpillar, "I'll take my select company elsewhere."

Alice walked on, and eventually came to a large, multi-storey block. As she stood looking at it, a footman dashed through the doors, carrying a large envelope. "For the DES," he said, "An invitation," and handed the envelope to another footman inside.

Alice knocked. "It's no good knocking," said the footman. "Nobody ever comes here. They're so wrapped up in the plans and forecasts that they can't be bothered about what's happening in the real world outside. You might as well come in."

As Alice went through the door, thousands of rolls fell with an enormous crash from some upper floor. "That's the latest problem," said the footman. "Falling rolls. They're dropping all the time and nobody seems to know what to do."

"Well! What am I to do?" asked Alice, looking at another pile of rolls.

"It doesn't matter what you do, so long as every day starts with an act of worship and there's RE—go—make curriculum," answered the footman with a yawn.

Alice walked through a door and there, in the middle of the room, was the DES, stirring a large cauldron labelled APU.

"It should be soup," said the DES, and sneezed. "It should be soup, when they've got all the ingredients right and tested. Then we can stop all this local



The Secretary turned crimson with fury and screamed: "Close her down! Close her down!"

variation and get a really strong centralized structure in operation."

Alice looked at the baby. It had a sash around its body which said, NEW EDUCATION. "I hope it grows up better than the last one," she said. "Oh, it will," said the DES, "when all its food comes out of that cauldron. No more free choice! No more education on demand."

As she said these words Alice noticed, for the first time, the cat which sat by the DES feet, and which grinned widely at every one of these statements.

"Why does your cat grin so?", asked Alice, politely. "Because it's an HMI cat, of course," said the DES.

"I didn't know that HMI cats always grinned," said Alice.

"They all can," said the DES, "and most of them do when they see what we're cooking."

With that she began singing a sort of lullaby to the baby.

"Speak roughly to the I.e.s.s. Keep hitting them with squeezes. They'll soon find that it really pays, When teachers it dispenses."

Alice ran out of the room, thinking they were all mad, and found herself outside the building again. Looking up, she saw the HMI cat on a lamp post, still grinning. It looks good-natured, thought Alice, but it does have very long claws, and fierce-looking teeth. I must try to be polite.

"Could you tell me how the education system ought to go, please?"

"That depends where you want it to go," said the cat, who had obviously studied the philosophy of curriculum design.

"I don't much care where," said Alice. "Then it doesn't matter," said the cat. "So long as it gets somewhere."

Alice added:

"Oh, it's sure to do that," said the cat. "If it goes on long enough."

"But it goes on for eleven years now!" said Alice. "Anyway, which ways can it go?"

"In that direction," said the cat, "it was an LEA, and in that direction, it was a NUT. Visit either: if you like, they're both mad. Or you could go to the Schools Council. That's over there."

"But I don't think mad people will help," said Alice.

"Oh, you can't help that," said the cat. "We're all mad here, you know. With this the cat vanished."

What became of the NEW EDUCATION baby? he asked.

"I think it vanished," Alice replied. "Just as well," said the cat, "and vanished again."

I wish those HMI cats wouldn't keep popping in and out like that, thought Alice. It really is most disconcerting, and how can they ever find out what's going on anywhere if they just simply vanish and appear as they feel like it.

As she walked on she came to a large imposing building. I suppose this must be the Schools Council, she thought.

She could see a table set for tea, and both the NUT and the LEA were sitting there. Between them was a TAYLOR, fast asleep, and the other two were using it to rest their elbows upon.

Very uncomfortable to be kept down like that, thought Alice, but perhaps it doesn't want to be free.

"No room! No room!" they cried as they saw Alice come into the garden.

"But there's plenty of room," said Alice. "Anyway, I thought everyone had a right to determine the future of education."

"Nonsense," said the NUT and the LEA simultaneously. "We're the only people who know anything about it."

"Have some alphabet coke, you'll find it makes life very much simpler after you've eaten it."

"How does it do that?" asked Alice. "Well," said the LEA, "if you get a piece with O or A or CSE in it you throw it away, and keep throwing them away until you get an N and F place."

"But what if I like the O and A places and don't like the N and F?"

"That's too bad," they answered. "You don't think we've invented this so that you'll like it, do you? It's whether we like it that counts."

At this point the TAYLOR woke up and said: "But you must change the governing body!" and went to sleep again.

"What does he mean?" asked Alice. "Oh, that's just his daft idea to try to stop us having our own way in how schools are run. He thinks that if you have parents and such-like helping to govern schools, and deciding their own budgets, and letting us pack the governing bodies with our own representatives, we'll get a better system of education," the NUT replied.

"But that's a good idea," said Alice. "It can't be a good idea," said the LEA.

"Why not?" she asked.

"Because we don't approve," they said and laughed.

"But you can't mean that," said Alice. "Oh yes, we can, because we are mean, and we don't mean to give up anything we control. If you get our meaning," they replied.

"The TAYLOR is asleep," the NUT said, and poured a little scorn on his arguments.

"The TAYLOR shook its head and said: 'No, you misinterpret me, and make things far more complicated than they would be.'"

"Oh! I give up," said Alice and started to walk away. As she did so she noticed the NUT and the LEA changing places around the table. That's all that happens, she thought. They are the only ones there and all they do is change seats. Nothing else changes, except when they throw out another mad idea. I shan't go there again. It's quite clear they can't really help anyone to understand the education system at all.

Looking over her shoulder, she saw them stuff the TAYLOR in a wastepaper

basket. As they did so she heard them shout triumphantly: "That's the last we'll hear of him. And good riddance. Now there's no one to interfere with us." And they broke into song:

"Twinkle, twinkle, working paper! How I wonder if it's vapour That you leave as you fly by,

Or merely hot air in the sky?"

I am glad I have left there, Alice thought, and found she had wandered into a garden full of little schools growing on trees. Gardeners were wandering around with pots of paint changing the labels on each one. Alice thought this was very curious, and went closer to see what they were doing.

"Why are you repainting those labels?" Alice asked the nearest gardener timidly.

"Why, you see, Miss, it's the great reorganization plan. The secretary had ordered a whole garden full of comprehensive trees and when they came up we found that they were all grammar and secondary trees and so we're going around repainting them to show that they are all really comprehensive."

"But they're still the same trees," said Alice. "Won't someone notice?"

"Oh, no, Miss, that's all right. They only look at the labels. They could be prisons or hospitals really. It all depends on what it says on the label. Nobody really looks inside them to find out what's going on."

Just then, one of the other gardeners shouted: "Look out, it's the secretary, she's coming!"

And Alice saw the gardeners all fling themselves to the ground.

She looked round and saw the Secretary, flanked by under-secretaries, private secretaries and other very civil servants, all passing memos to each other as they walked. Alice was doubtful about what she should do. She had never met a Secretary before. But she thought there was no point in lying down like the gardeners. What is the use of a Secretary, she thought, if no one can see her or talk to her?

"Who are you?" asked the Secretary. "Alice, if you please. And I'm trying to find out about education."

"What's that?" asked the Secretary and looked around.

"But you must know," said Alice, "it's your business."

The Secretary turned crimson with fury and screamed: "Close her down! Close her down!"

"I'm afraid you can't do that, she's not a college, Secretary," said one of the retinue.

"Why can't I?" said the Secretary. "If I want to close a thing down I will. So there."

At that moment another pile of rolls fell in the corner of the garden.

"If those rolls keep dropping," the Secretary said, "I'll close them all down. And what will you lot do then? Sometimes I think the whole purpose of schools is simply to keep teachers, advisers, I.e.s.s. HMIs and civil servants employed. It's not really for the good of the children at all. I'm even sure if children wouldn't benefit if we closed them all down. What do you say to that?" the Secretary asked Alice.

"Well, I only came here to find out," said Alice. "How am I supposed to know the answers?"

"All I can tell you," she continued, "is that no one else I've seen in the system seems to know any better than I do, so perhaps you could scrub it all and start again." As she spoke, there was a great deal of thunder, and thousands upon thousands of rolls fell in a continuous stream and knocked everybody down, flinging them all around. Alice gave a little scream and started to wave her hands about to try to protect herself. As she did so she found that she wasn't in the garden at all, but back on the bench in the lecture room. The hanging wheel the seats being raised as everyone else was getting up and leaving the room.

"I've had such a strange dream," Alice said to the student sitting next to her. "I dreamt that nobody really understood the education system at all."

"Perhaps they've all had the same training, then," said the student. "You'd certainly not learn anything useful if you come on this course!"



I thought everyone had a right to determine the future of education," said Alice. "Nonsense," said the NUT and LEA simultaneously.



# Aspekte, inspect, prospect

Unlike our Barry Guy, whose excursions double bass as composer or performer

From the limits of early Patti's experiment in tape manipulation about (and the time after) 1960, Patti's music has been perceived in the sculptures of Larry Rasmussen. Patti's experimental music has been dominated, so it seems by a love of elegant, pallid reverboration at a mainly vocalic character. All tape works, by Michel Cos, Yoshinori Taira, and Patti's papers and sound works, all have a common preoccupation with the relationship of timbre, acclimating sound constantly in vibration through little movement, dissolving texture contrast or over drama. This is interesting as a collective phenomenon, even if it may be a result for many artists, of a natural, if grasp, in individual places, as it would not be difficult to imagine this most appealing considerably. If it were more widely known, to aficionados of electronic landscapes rich choreographers, and theatrical producers, and a safe spot for liberty, called the Ondes Martenot, at once is a more experience to remember.

electro-ecstatic band from Paris, somewhat distinctly French elements predominating, notably a love of precise keyboard-beegee and metallic timbres. Indeed, just like Switched on Bach, the music is a little too much in tune with eighteenth-century musical taste to surface spontaneously in such studies as a remarkable recreation of a Corelli organ sonata, and a predisposition toward herpsichord-type timbres and figurations.

Although there has been a noticeable lack of physical expression in the music, it must be said, in the past, as a result of a fairly narrow concentration on the immediate problem of basic notational values. However, as Risseck remarked, we are now at the threshold of great advances in the realm of micro-computers, and this technology will widen the dissemination of expertise in few decades. Computers must will to longer need to remain the preserve of a few wealthy institutions but will be cheaply available to all. Hence, perhaps, we shall begin to see a little more complex structure being put into the music, and a more varied palette of textures, among them, a little more intricate

of man and unknown spirit which appeal so intensely to the widest temperament. A mysterious, almost like chirping on tape, gradually reduces the musicians' faces to a seriousness, then pensiveness, and finally to a placid acceptance of the manna by offerings of smatches of from the past.

Where Agor's music appears **reactive**, Loapnig's **Growth Structure** Black Box are much more expressive, plastic gesture, more dynamic in the way he controls his performers by the intensity of conception, grip, the and Black Box for large instruments, ensemble and choir, the choir as an admissible room, possibly setting the hubbub of a potent, those radeeming of the earth, which had a sense of front of his jumping up and down delight. This was a brave and generous conclusion to a brave and generous festival. Bravo! Aspects, and loud

Education in Further and Higher Education is one of the many high standards to see greatly improved and understanding of computational skills and concepts. Towards this, and the Mathematical Education Section of the Association has produced a publication, a document based on contributions by a strong team including representatives of polytechnics and colleges of education.

Although the authors and editor, I should like to thank their work very like an instructor and book (teaching arithmetic), and while ideas are concentrated on either by step by step rather than by the much of the writing is concerned with method and technique.

There is good sense in all the chapters, whether dealing with number bonds, four rules, fractions and decimals.

The school problems and should offer constructive suggestions towards their solution. Moreover, the discussion is conducted, not in a spirit of blame or complaint, but in an effort to identify the number and nature of the problems which are essential in an educated person's armature, and to consider how the minimum understanding to satisfy normal social needs can be achieved.

The recent pilot test conducted by the Institute of Mathematics and the Applied Sciences involved some 8,000 pupils in six different local authorities chosen to provide a balance between urban and rural schools and between industrial, suburban and agricultural areas. The disastrous results regarding the need for Third R. have been mentioned in *The Third R.*

"It may not be the function of schools to provide employers with

chance to find these studies rewarding and hence to continue with them. We also need many more of our citizens, who are not professionally concerned with mathematics or its application, to have a greater understanding of the characteristic ways of thinking that govern all quantitative studies."

So what should be taught? What is basic and essential? What is the motivation? What are the "behavioural" objectives?

There are expressive pointers towards possible answers to questions such as these in the classroom procedures so clearly set out in this book, and in the philosophical comments that precede, follow and interleave the chapters of the book. The emphasis is on arithmetic skills rather than on an "all-embracing" mathematical education. The issue, concern, everyone involved in the upbringing of child-

**Inspection Copies** (TE)  
Please ring the titles you would  
and return this advertisement to  
name and address.

Name .....

School .....

Address .....

**Heinemann Education**  
48 Charles Street, London W1X

[illegible]

**Heinemann Educational Books**  
48 Charles Street, London W1X 8AH.



Study at Eton . . . , disco at Islington Green







































**OXFORDSHIRE  
COUNTY COUNCIL**  
**WARRNER COMPREHENSIVE**

[illegible]

1945. The FACILITIES for conversion of the old school building into a high school will be completed by the summer of 1946. The new high school will be located on the corner of 10th and 11th streets, near the old high school building. The new high school will be a modern building with a large auditorium, a gymnasium, and a library. The new high school will be a modern building with a large auditorium, a gymnasium, and a library. The new high school will be a modern building with a large auditorium, a gymnasium, and a library.

[illegible][illegible]

1. **INFLUENCE** - military officer  
 a. Strong influence on Orin  
 the House could be a 7  
 monation and experience in  
 the 10<sup>th</sup> Special Legislative  
 Commission of the U.S. Senate  
 the House of Representatives  
 apply in the House of Repre  
 sentatives  
 2. **INFLUENCE** - military officer  
 a. Strong influence on Orin  
 the House could be a 7  
 monation and experience in  
 the 10<sup>th</sup> Special Legislative  
 Commission of the U.S. Senate  
 the House of Representatives  
 apply in the House of Repre  
 sentatives



**R. F. ORRIDGE**  
London House

WOODWARD  
WILKES: HUNG  
High Road, V  
W. Fla.  
Tolsons 39  
Miss J. L.  
Sincerely, qu  
QUADRUAT: 1  
(Scale 1) 7  
1978. In Un  
(Grammar, Sch  
ject to, O  
levets in a d  
Outer Land  
able.  
ressed sur  
Administrat  
dental of ce  
ing and for  
the reason of

Subject in  
throughout a  
lateral in d  
related, out o  
tratio.

Abbey Forge  
BY2 6AA  
Required 10  
TEACHER of  
school to  
offer 'Economic  
Application  
Headmaster.

**STAFFORD**  
**EDUCATION**  
THE WOODS  
Hillfield Av  
Stafford

Tomworth 187  
Required for  
of HISTORY  
appointed with  
and subject.  
Tomworth's  
favourable  
conditions trans-  
arranged.  
Further in-  
line forms of  
inquiry to  
H.A.C.

Apply by  
all the s  
schools and  
professionals  
Nashua  
Feb. 18.

The library  
rules will be  
... (L.S.E.)  
want. The  
would be expe

work up to 1  
and every off  
to ensure co  
within the A  
initial one-year  
Application  
the Director o  
tion Offices,  
Wolverhampton  
they should be  
days of this e  
pilot.

## Humanity

---

## Heads of

**AYON COUN**  
Ref: BRG/10/1  
**KINGSFIELD B**  
Kingswood, Wre  
for a (unofficial)  
Communitywide  
to white with  
IPAL) of HUM  
with co-ordinat  
inquiries (see  
school). (Plea  
Command.  
Announcements

**LINCOLNSHIP**  
IN ADO OF HIS  
THE ORIGINAL  
Library  
(Scale 4) roll  
Required from a  
or Spring Term  
others appointed  
for guiding and  
in Geography, I  
al. Studies and

... School entered  
in April this year,  
1978, will  
proceed even later.  
The call to  
happen in the  
new year.

Scale 1 Po

**BARKING**  
1 Linton Court  
Hickory Close  
Birkbeck  
Qualifd TEAC  
SUN. 11.15A.  
For full details  
under Sec. 10  
Scale 1.

**CAMBRIDGE**  
HUNTINGDON  
ERNOLE COMM  
Huntingdon Road, 8

Principal (S.A.)

1



level, with a flexibility of use,  
to meet the different

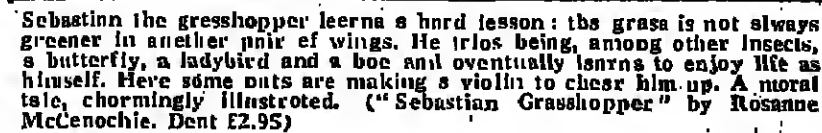
HITS FROM OUR FAVORITE  
 -have a chance will be a  
 dation. Looking forward to  
 royal expenses in support  
 Ann by letter to the  
 for the school quota  
 installation and  
 dress and  
 date July 3rd.

**BERKSHIRE**  
 HILL FARMINGTON N.C.  
 STATEMENT VIDEO  
 SI CONJUGATE FALLOU  
 -important re-organization  
 -complete re-  
 Lawler Reed, heading  
 Number on floor 33  
 Inquired on September  
 qualified TEACHER of NAT  
 HER REACH to C.S.B. B  
 for a  
 for a

## Marion Glastonbury

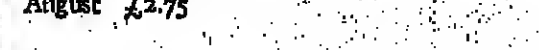
\_\_\_\_\_

\_\_\_\_\_

[illegible]

\_\_\_\_\_

\_\_\_\_\_



1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26











## GOLLANGZ BOOKS

'THE BROTHERS GRIMM  
Popular Folk Tales'

Newly translated by Brian Alderson & illustrated  
full colour by Michael Foreman £5.00

## Novels:

## NINA BAWDEN'S

contemporary thriller, 'Rebel on a Rock' £3.20

## JUDY BLUME'S

touching portrait of a girl growing up,  
'Are You There, God? It's me, Margaret' £3.40

## JAMES HAMILTON-PATERSON'S

novel of a kidnapping, 'Hastings' £3.75

## DICK KING-SMITH'S

witty animal story, 'The Fox Busters' £3.25

## SIMON WATSON'S

story linking present & past, 'Hobbledehoy' £3.75

## For younger children:

## 'ODETTE

## A Springtime in Paris'

A picture book with text by Koy Fender.  
Full colour illustrations by Philippe Dumas £2.75

## 'ALBERT

## Goes Treasure Hunting'

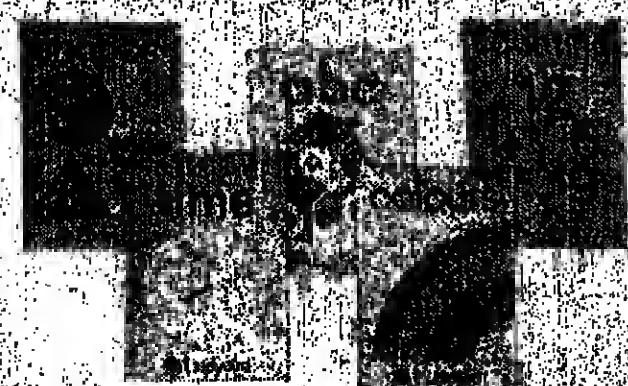
Allison Jazard's twelfth book about this popular bear.  
With black & white pictures by Margaret Gordon £1.50

GOLLANGZ

as easy  
as abc

Teachers are often surprised by the quality and depth of their pupils' memories and observation, and recognise that the best time to learn is when everything is new and therefore important to children. Here is a series of five books designed to help teachers to amuse, interest and at the same time to teach. *Shapes, Colours* and the *Ladybird abc* each have their part to play in bringing the child to an early understanding of the reading process. *Counting* teaches him to recognise and understand the simple use of numbers, and *Telling the time* shows him how to relate the time on a clock face to his everyday life.

All titles 30p each



Ladybird

## Happiness factors

Geoff Tomlinson on short stories

*Tale of a One-Way Street*, by Joan Aiken. Cape £3.95. 0 224 01158 8  
*Engtine Stories*, by James Reeves. Blackie £2.50. 0 216 90455 2  
*From Spring to Spring*, by Alison Uttley. (collated by Kathleen Lines) Faber £3.50. 0 571 11144 0  
*The New Red Bike*, by Simon Watson. Heinemann £2.90. 434 97165 0  
*The Dwarfs of Nosedag*, by Paul Biegel. Blackie £3.50. 0 216 90452 8

This recent batch of short stories for the very young includes the first publication in English of stories by Dutch State Prize-winner (Paul Biegel), a thematic collection of Alison Uttley stories, James Reeves's extension of his territory into the very short story for this very young, new original stories by Joan Aiken, and what might well be the first psychological comedy for infants.

*Tale of a One-Way Street*, by Joan Aiken, is the third volume produced in collaboration with Jan Plenkowski. This time the eight stories are original. They have the same direct, European folk-tale style as *The Kingdom Under the Sea*, but they also have an added spice of humour derived from the incongruity of fantasy in a fairly seedy modern setting.

Such omnibus fantasy-fables, for instance, as the story of a man with a wheel-chair, the man in a wheel-chair who, through his canny interpreter, discusses with four stone lions the problem of rubbish-dumps; the pop-song promoter trying to buy songs from a village; or the old man who lives in a tin can on the top of a 50-storey block of flats.

These are happy stories in real life, since many of them have a kind of mild allegory built into them. For instance, the behaviour of the characters: Tom Monn, who refuses to accept that everything must travel one-way in a one-way street or Tansy, the digger's daughter, who loses one fantasy story but finds the fate of her father in another. But who makes these stories important is the manner of their telling, which is excellent.

A child can hardly read Miss Aiken's stories or look at Jan Plenkowski's pictures without feeling at least for a time, that fantasy is dead. And don't we all need that release?

*The New Red Bike*, by Simon Watson, also employs a modern setting, this time a realistic one, seen through the eyes of a questioning preschooler. The author and format of *The New Red Bike* give this collection a rather old-fashioned look, but the 16 stories themselves present a splendidly detailed view of infant psychology. The following extracts from the title story is typical.

Unfortunately, the ideas do not always match the excellent presentation. Most of those based on paper folding are over-simplified and disguise the fact that a fairly delicate skill is needed. If the young reader is not too busy with the book, he will find the simple, well-written directions, but any child wanting to know what next step to take must actually read the words.

From *Spring to Spring* by Alison Uttley, the innocent hero, experiences them:  
"I rode all around the park," Wallace told Grandma when they got back.  
"Well done," said Grandma. "And you didn't fall off at all?"  
"Yes, sometimes," said Wallace. "But I was very brave."  
"Would you like to ride it again tomorrow?" Grandma asked.  
"I don't think so," said Wallace. "But now that he really could ride it Wallace was allowed to take the bicycle home. He forgot about it, though, when it was in his own garage."

Every one of the stories had three or four parts of narrative in dialogue, in which Wallace's naive thought-processes are pitifully presented. Little Peter in *The Dwarfs of Nosedag* is a somewhat similar character, except that he is a dwarf and lives among dwarfs, bees and butterflies. The 21 stories in this collection can stand by themselves, but together they cover a year in the lives of the dwarfs. Further continuity is achieved through the development of the central character, Little Peter, and the part he plays in the cementing of relationships between the dwarfs, the butterflies and the bees. Paul Biegel is the James Reeves of Holland.

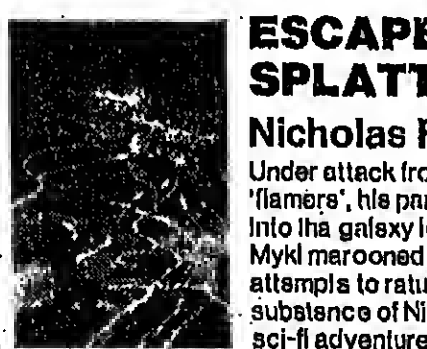
*Engtine Stories*, by James Reeves, is a jolly little collection of 10 fable-like stories for four to seven-year-olds. Each can be read in the time it takes to cook an egg, and there is just sufficient light and zany humour in them to keep the tired child waiting. There are talking animals, giants, and little people here, and some amusing variations on stock situations, such as the Midas-touch and the pelicans receiving her suitors.

Alison Uttley continues to captivate a readership. Little Peter, the dwarf, is just what the doctor ordered. He is a small, round, happy little fellow, who is just what the doctor ordered. He is a small, round, happy little fellow, who is just what the doctor ordered.

Song for a  
Dark Queen

Rosemary Sutcliff

From the author of *The Eagle of the Ninth*, comes this story of Boudicca, warrior Queen of the Iceni. £3.75

ESCAPE FROM  
SPLATTERBANG

Nicholas Fisk

Under attack from a vicious hail of 'flamers', his parents' slushy lake off into the galaxy leaving 13-year-old Myk marooned on a hostile planet. He attempts to return to Earth via the substance of Nicholas Fisk's latest sci-fi adventure. £3.50

## Making Masks

GCPayne

Instructions for making all kinds of masks: flat card masks, paper masks moulded on buckets or balloons, elaborate card masks on wire frames, and even a mask moulded from a friend's face. £3.50 illustrated in colour and black and white

Textures and Surface  
Patterns

Jan Beany

A stimulating guide to creative design which looks at the rich variety of textures all around us and the different ways of reproducing them—with clay, paint, fabric and thread. £3.50 illustrated in colour and black and white

## Teenage taboos?

Peter Fanning on the horns of a dilemma

Charles Dickens may have invented childhood, but surely the old man would laugh himself silly to think of the euphemisms currently in vogue for those twentieth-century inventions, adolescence, new adults, young adults, young people, teenagers (although teenagers is almost out of date).

But the twilight world between childhood and maturity—a state in which research hours are devoted by the million, and which signifies nothing to the tribes of West Samoa—is nowhere more blurred and indistinct than in teenage literature. In spite of the outpouring growth of young people's publications, the borderline remains murky and vague. Only recently Brian Glanville wrote explaining in the *TES* that, contrary to popular opinion, his novel *Target Man* was meant for teenagers.

Of Robert Currier's *Chocolate War* (Mantona) the *TES* reviewer declared "it is doubtful and finally irrelevant whether he is writing for adolescents or adults". Irrelevant to Mr Currier, perhaps, but not much help for the harassed teacher, trying to find suitable material for the Heavy Brigade in 4R. Literature may be a "seamless garment" but, as David Holbrook indicated in the *Times* (May 30), "a substantial part of our world view comes from a few books of fiction read on the threshold of adolescence".

So, whatever in loco parentis means, it must surely involve definitions and judgments as to what is suitable literature for the children under our care. A book which involves blackmail and fear, implicit references to masturbation and a villain who "felt horny when he roughed a kid" is certainly a case for the kid glove treatment. Barry Hines's *The Blinder* is another case in point. Here the scenes of sexual intercourse provoked a fair old dust storm round the heads of Penguin. They admit that *The Blinder* was perhaps a dicey choice for the Peacock Series, but emphasize that it was a deliberate attempt to make people realize the extent of their age range—stretching up to 17 year olds. (The illustration on the cover is misleading, suggesting as it does a kind of standard football fantasy.)

The trouble is that too many teachers regard sex with butting to read the book. One visualizes stockrooms all over the country buzzing at the scene with censored copies of *The Blinder*. Penguin do add that anyway their books are not published with a view to reading in class. The Peacock books, of which this is one, aim to bridge the gap between the Puffin and Penguin ranges. Indeed many authors, like Salinger, are published with Penguin in parallel.

For teachers who just cannot

cope with the pressure of choosing books for their young charges, Macmillan Topliners specifically mark out the books which they feel the teachers should read. Besides this, Topliners are an educational range—and are much more aware of the Whitehouse Brigade. Teachers' expectations impose definite constraints, as editor Alison Chambers acknowledges.

"All the same," he adds, "these are hard to assess. At one time teachers might object to explicit sex. Then the mood may change and then harden again." But the publisher's taste and personal judgment is bound to be the decisive factor when a book becomes "Young Person's Category". "We try to be ourselves, what sort of books they read, what sort of things they talk about, what view of the world they take. The characters are generally teenagers, in a plot that will interest a teenager."

But even if you do read the books yourself, the question of suitability is as prickly as a porcupine. The degree of sex and violence may not be the main criterion, but the level of what is reasonable is hardest to define. It is not enough to argue that a book is a shallow, superficial view of sex; that anyway young people will obtain their kicks by thumbing through the emptied sheets of *Murphy and The Sun*; or that violence pours like honey from the pen of a writer, and is often linked with episodes of store theft and implicit sexuality.

Fashion is no more a moral excuse than so-called realism. So just because children masturbate, should masturbation necessarily be a reading topic for 14-year-olds? Just because they fight, should the gruesome battle in Robert Westall's *Machine Gunners* sound quite so much as if the author is enjoying himself?

Moreover, should the fact that a book "goes down well" always sway you in its favour? Remember, the most popular book in the age range is *Skinhead*, a tale full of all that is least acceptable in terms of socialization. Highly unpalatable though it may seem, the teacher is faced with a serious case of moral guide and censor.

The child, the more likely there are to be gaps between emotional and intellectual maturity. Even so, the censorship game is a minefield, fraught with desperation and despair. Remember, for instance, the charge of "double standards" levelled by NATE at a midland committee. Under strong parental pressure, *Kes* was taken off the syllabus on grounds of "naughty content". The book was replaced by *To Kill a Mockingbird*—a tale involving rape, riot, racism and murder. Surely the line between *The Go Between* will be the next blue pencil victim, with its "shadows on the wall that opened and closed like an umbrella". And I long for the day when *Romeo and Juliet* is banned for vulgarities persistent and obscene.

In another corner of the field, as

it were, objections to James Bond are passed. But the Ian Fleming syndrome is a lot more pernicious, with its knockabout violence and cockney sex. The vocabulary is simple, the plot straightforward. Other things being equal, it makes fine second form reading. I have yet to see Fleming on a reading list, but it would not surprise me if somebody tried.

Surely, then, treatment of subject is crucial—far more so than content. S. E. Hinton's gangland violence has an underlying seriousness for all its drill. Farouk Dhondy adopts the Barbro Carland approach (nearly-but-not-quite) in *East End of Your Feet*. He bridges the gap between bland affection and outright explicitness by concentrating fully on the words and fears of his heroes and heroines—fears which each one of us can easily identify.

For similar reasons I recommend Hines, Robert Cormier, Westall and Co. despite their sensationalism (but also because of it—and here I am a woodcock to mine own springs). They may not be great literature, but all, to a greater or lesser degree, betray a seriousness in their attitude to the problems faced by adolescents. The impact of these books is not to cheapen but enhance our understanding, even if the language is not always as good as it could be. I doubt very much whether Harold Robbins clarifies anything at all.

I have deliberately blurred the distinction between class readers and books for private study. Such categories are generally irrelevant and simply divide. This is where librarians' tastes and consumer opinion often sharply divide. Quality literature of the past decade groans upon many a library shelf, laden with prizes from eminent boards and studiously avoided by the rank and file.

The rehabilitation of baron addicts, fantasies jewelled with gorgeous imagery, intricate time leaps, grey faced realism—tales which involve every single type of child; these are the literary never-nevers and books for young persons, written for adults. This is the other side of the coin from trendy sensationalism. But the very existence of this hybrid genre underlines the crucial need for more consumer research—or in other words teacher involvement.

Selection may well be a matter of taste, but there can be no selection without knowledge of the market. Time is at a premium. The intellectual stimulus from ploughing through wedges of teenage fiction is not always overwhelming. But how are we to encourage the discriminating reader without a heavy hoisting of the course ourselves?

## All the Fun of the Fair

## Strolling Players

Poems collected by Zenka and Ian Woodward  
Illustrated by Sally Holmes

The poems in this thematic anthology cover the theatre, circus, dance, pageant, minstrel and jester. They range through history and are both light-hearted and serious. Illustrated with delightful line drawings, this collection contains something for everyone.

£3.95 net

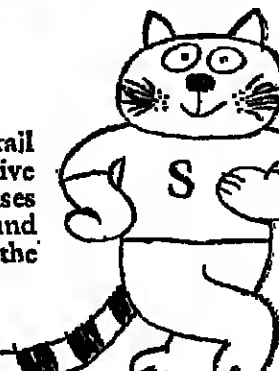


## and a tale you've all been waiting for

## Smith's Tail

Pictures by Ross  
Story by J J Strong

What happens if you're a cat whose tail won't stop growing? You learn to live with it, like Smith, in what promises to be one of the most amusing and popular children's picture books of the season. £1.85 net



## a new look at an old favourite

## The Tower of Babel

Pictures by Masahiro Kasuya  
Story by Shona McKellar

A sumptuous colour version of the well-known Bible story, in which the Tower raised to defy God is dramatically struck down. Masahiro Kasuya illustrated *The Beginning of the Rainbow*, which was awarded a special mention in *The Critics' Erbe Prize for Children's Illustrated Books*. Here his dramatic colour spreads are equally handsome and imaginative. £2.95 net

## and for everyone trying their wings

## Flying in an Aeroplane

by Althea  
Illustrated by Roger Phillips

For any child who has never flown before, this clear but detailed account of every stage—from what luggage to take, to the strange noises an aeroplane makes—will be reassuring and fascinating. Illustrated in colour. £1.95 net

Evans Montague House, Russell Square, London WC1B 5BX

## New Fiction from Methuen Children's Books

## The Delikon

HELEN M. HOOVER

A science fiction adventure set in an imaginative world of beauty and high drama. By the author of *Children of Morrow*. Age 10+ £3.25

## Dominic

MARY WHITE

Deeply perceptive and moving portrait of a boy growing up—discovering some of the complexities of the adult world. Age 11+ £3.35

## Soccer Special

MICHAEL HARGREAVE

Another must for soccer fans from the author of *Free Kick in the Net*, *United*, and *Away from Home*. Age 8+ £2.25. Paperback 60p

## The Invincible Mr AZ

MICHAEL NOONAN

Hilarious story of Mr. Az who mounts an outrageous operation to dominate the world... by hypnotizing all the animals. Age 7+ £3.50

Amazing Maisie and the  
Cold Porridge Brigade

ANDRO LINKATER

Deliciously funny and alliterative tale of the adventures of a girl and a talking camel in the desert. By the author of *Eric Linklater*. Age 7+ £3.50

## The Summer-House Loon

ANN FINE

Amazing story about a girl's riotous introduction to the problems of adults. Runner-up in the *Guardian/Kestrel* children's literature competition. Age 12+ £2.95

## The Brass Dragon

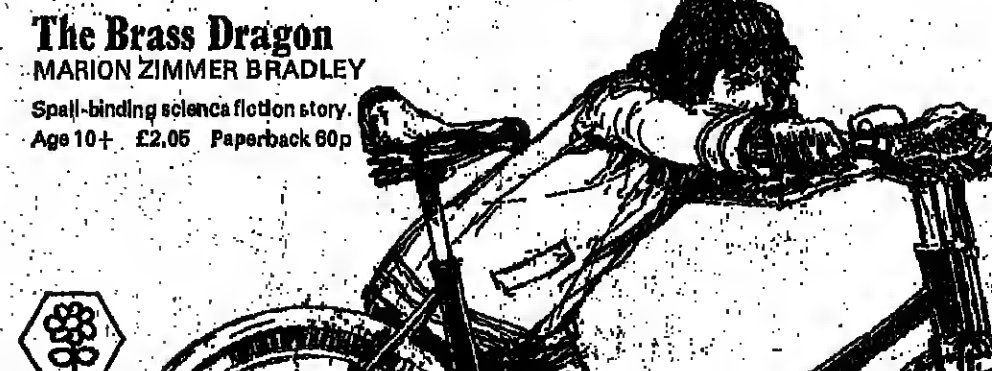
MARION ZIMMER BRADLEY

Spell-binding science fiction story. Age 10+ £2.05. Paperback 60p

## I am Maria

HANS-ERIC HELLBERG

Third in the award-winning 'Maria' trilogy—frank, realistic, courageous, honest, for children aged about 11+ (with discretion). About £2.95



Methuen Children's Books







after to the lead-  
possible, giving  
reference.  
co (R-02) pay-  
a-100 per cent  
Officer, F. Dura-  
rest Road, N17



## METROPOLITAN BOROUGH OF STOCKPORT

### PRIMARY

Required for January, 1979, or earlier if possible.

**LADYKROOK PRIMARY SCHOOL, GLENEAGLES CLOSE, SEAL ROAD, BRAMHALL.**

### DEPUTY HEADTEACHER

(Reference 785/TES) Group 5

Applications are invited from suitably qualified and experienced teachers. Special interest should be indicated. Application forms from the Director of Education, Town Hall, Stockport, (quoting reference) an return to the Head Teacher at the School by June 30, 1978. If you require an acknowledgement enclose SAE.

### SECONDARY

Required for September, 1978 (unless otherwise stated):—**BRAMHALL HIGH SCHOOL, SEAL ROAD, BRAMHALL.**

### TEACHER OF DRAMA

(Reference 762/TES) Scale 1, STAP

Qualified teacher for Drama, preferably with experience in the professional theatre. The school has excellent stage and lighting facilities, and a drama workshop.

### BREDBURY COMPREHENSIVE SCHOOL, HARRYTOWN LANE, ROMILEY

### TEACHER OF ECONOMICS

(Reference 763/TES) Scale 1, STAP

An 11 to 18, educational, comprehensive school with 1,800 pupils. A graduate to teach Economics to advanced level of the GCE.

### GOVT BANK SCHOOL, THE FAIRWAY, OFFERTON

### HEAD OF ENGLISH DEPARTMENT

(Reference 780/TES) Scale 4

(Required for January, 1979)

The post includes overall responsibility for aspects of English teaching, including Drama. A full range of written and oral examinations are taken.

### TEACHER OF BIOLOGY

(Reference 761/TES) Scale 1, STAP

Would be expected to assist in teaching of Biology, which is taught up to "A" level, and to take first and second-year Nuffield Integrated Sciences.

### TEACHER OF MATHEMATICS

(Reference 769/TES) Scale 1, STAP

To work in a department in which there is CSE, "O" and "A" level work, but where strength in work with the less able would be an advantage.

### MOSELEY SCHOOL, NORTH DOWNS ROAD, CHEADLE HULME

### TEACHER OF MATHEMATICS

(Reference 769/TES) Scale 1, STAP

Of teach Mathematics (SMP) to CSE/Ordinary Standard. Sixth-form work available for suitable applicant.

### ST MICHAEL'S RC HIGH SCHOOL, NANGREAVE ROAD, HEAVILEY

### TEACHER OF HISTORY

(Reference 766/TES) Scale 1, STAP

Application forms and further details from the Head Teacher (quoting reference). Return forms to the Rev. J. Russell, The Rectory, St. Peter's RC Church, Green Lane, Hazel Grove, Stockport, by June 30, 1978. If you require an acknowledgement enclose SAE.

### STOCKPORT SCHOOL, MILE END LANE

### TEACHER OF FRENCH

(Reference 771/TES) Scale 1, STAP

This is a Scale 1 Post suitable for a recently qualified teacher. The person appointed would join a large and well-established department and would teach throughout the age and ability range. German and Spanish are offered as second languages. An ability to offer studies in German and a willingness to teach European Studies would be advantageous.

### PRIESTNALL SCHOOL, PRIESTNALL ROAD, HEATON MERSEY

### TEACHER OF CRAFT

(Reference 767/TES) Scale 1, STAP

Required for September 1978, or January, 1979. At 18% charge on well-equipped Wood and Metal Craft Area within an open-plan Art and Craft Department in the City School. Applications for a temporary post would be welcomed. Scale 2 post available for a suitably qualified experienced candidate.

Application forms and further details from the Head Teacher (quoting reference). Return forms to the Head Teacher by June 27, 1978, unless otherwise stated. If you wish to receive an acknowledgement enclose SAE.

### SECONDARY

Modern Languages continued

### HARRYTOWN

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

### THE TIMES EDUCATIONAL SUPPLEMENT 16.6.78

### LEICESTERSHIRE

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

### THE TIMES EDUCATIONAL SUPPLEMENT 16.6.78

### SECONDARY

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages continued

Modern Languages



**NORTHAMPTONSHIRE**  
**PONNE SCHOOL**  
Section 120-1, Form 100-1

The school is situated in a pleasant area of South Northington, near the village of North Northington, London, via Mr.

Two references. Further details of  
post will be sent on receipt of  
A.E.

---

**DR THAMPTONSHIRE**  
**CAVENS SCHOOL**  
 11, Leavers Road, Wollatonborough.

PHYSICAL EDUCATION and GAMES throughout the school the ability to teach a small amount of Mathematics in Lower School Years 1 and 2. Or would be an added advantage.

Westover School is an almost fully developed Comprehensive school, conveniently situated to the F.W. of Worthingborough.

Application forms and further

**NORTHAMPTONSHIRE**  
**CHAMPION SCHOOL**  
Woughpate, Northampton NN7 1JY  
Required for September a **MAINTENANCE**  
**EDUCATION TEACHER**, School  
for Boys' activities.  
This mixed Comprehensive School  
has about 1,200 pupils, aged 11 to

**NORTHAMPTONSHIRE**  
**AMUEL LLOYD SCHOOL**  
 Lifford Lane, Corby  
 Northants NN17 1JZ

boys to join a mixed team and to cover boys' gymnastics, games and some joint activities. It is hoped in appointing a teacher who will offer one or more minority sports in addition to standard games. Seeable boys and girls gymnastic and school swimming pool, (finishing accommodation readily available). Application forms and further details from Headquarters S.A.F.L.

HOOD PARK COMPETITIONS  
Holland way Corby  
Horsemen NN17 3JH  
EDUCATION OF GIRLS' PHYSICAL  
Education state is required  
activities, including the two rings  
and the vault. Our girls are  
played by all girls in their 11-12  
-farm dairy school in the vil-  
-lages of Corby New Town, Leic.  
1 facilities include Florida Hall,  
using readily available

**NOTTINGHAMSHIRE**  
**COUNTY COUNCIL**  
**EDUCATION DEPARTMENT**  
Applications are invited from suit-  
ably qualified TEACHERS for the  
following post:  
**DEPUTY HEAD**  
**COMPREHENSIVE SCHOOL**  
in the Control High Pavement  
in Ashfield

Ed. O.P.R. Ed. King, R.A.,  
September, TEACHER (Scale 1)  
OILS' PHYSICAL SOUCATION.  
roundr required to join a  
wishing team of sportsais. Phil  
ching commitment in a flexible  
involving the community of  
lon.  
Applications in a focus in the  
master, with notes of two  
areas as soon as possible.

UNION COUNCIL  
EDUCATION DEPARTMENT  
Applications are invited from suitably qualified TEACHERS for the following post:  
1. ST BRIDGFORD  
COMPREHENSIVE SCHOOL  
Loughborough Road  
St Bridgford, Nottingham,  
N7 4PA  
Tel: 1.261.11.10 181

**OXFORDSHIRE**

COWLEY ST. JOHN C.R.  
AIOFO  
UPPER SCHOOL  
Cricket Road, Oxford  
OX4 5DW  
Required for Benlinder,  
278, or January, 1177. a  
teacher to be in charge of

Applications, including curriculum vitae, in writing to the Hon. Commissioner, from whom further particulars about the school and post may be obtained.

ST. HELENS  
EDUCATION COMMITTEE  
SECONDARY SCHOOL  
WEST PARK R.D.  
HIGH SCHOOL  
Alderley Road, St. Helens

Application forms are available from the Head Teacher to whom they should be returned immediately.

\_\_\_\_\_



**BUCKINGHAMSHIRE**  
**AYLESBURY VALE DISTRICT**  
**JOHN COLET COUNTY**  
**SECONDARY SCHOOL**  
 Wharf Road, Wendover  
 Head Teacher: G. W. N. N.  
 (Number on Roll 700 A)  
 Required September qualification  
 CHER of Physics with an  
 in Technology. This is an id  
 usually for a year or two  
 form work will be attaine  
 suitable candidate.  
 Homoral experience up to

**DURY**  
Metropolitan Bureau of  
Investigation, Chicago

**SECONDARY SCHOOL**  
 1. **Elementary School, Hurv R/LZ**  
 Number of School 072  
 Required for September 1  
 (or August 14 if possible)  
**TEACHER, Scale 1** for  
 SCIENCE with either math  
 or ART and CRAFT.  
 2. **Location** Town and fur  
 leils obtainable from and re  
 to the Head Teacher at the  
 by June 23, 1978.

**HURY**  
 Metropolitan Horough utl  
 10 TOTTENTON COUNTY

Laurel St., Torrington R.I.  
 (number on roll 817)  
 Registered for 1st Semester  
 of 1968-69. He is presently  
 TEACHER Scale 1, for the  
 SCIENCE Department. He  
 initially with some life time  
 teaching experience and has  
 holds currently 1st and 2nd  
 by 23rd June, 1978.

**CAMBRIDGE SHIRE**  
**CAMBRIDGE ARLA**  
**INFINITON VILLAGE COL.**  
 Cambridge, MA  
 Registered for 1st Semester

**CAMBRIDGESHIRE**  
**MARJORIE ALLEN**  
11, DEERBURY BOYS' 11  
**COMPREHENSIVE SCHOOL**  
Corporation Road, Wisbech,  
PE13 2SE  
Telephone: Wisbech 4237, '8

Roll 1,000  
Required for September 1, 1907  
ASSISTANT TEACHER of  
and MATHEMATICS, Grade 1.  
Please send full name and address  
with details and names and address  
of two referees to the Board of  
Mr. W. A. Baird of the  
address as soon as possible.

CLAYTON  
COUNTY COUNCIL.  
DESBORO HIGH SCHOOL.  
Queensberry

(Doubled \$17575;  
\$15 to \$18, 1,080 nulin  
Head—Neville Stewart, M  
B.C.

Required for September  
1978

**BIOLOGY and COMMUNIC  
SCIENCE** in the Science  
Department, Faculty of Science  
Combined Science in L  
School, C.S.E. and  
level. "A" level for min  
qualified candidates. State  
possible for suitable experie  
and qualifications.  
Apply by letter to the

**CORNWALL**  
EDUCATION COMMITTEE  
There is a scheme for re-  
organisation.  
**SALTASH SCHOOL**  
Saltash, Cornwall  
PL12 4JY  
(Comprehensive 11-18 with

Source: Sec 1075, 10 1979, to  
Teacher's account in  
academic year 1978-79. A  
qualified person is sought to  
assist with some GEN  
COURSE and ADVANTAGE  
Ability and interest in each  
range of ages and abilities  
C.S.E. level. The present  
of the pool is a 5th year two  
competent in this area is  
lost.

Please send feedback S.A.

**CROYDON**  
London Borough of Croydon  
School of Education, 100 School  
Road, Croydon, Surrey CR9 7  
Telephone: 01-886 02275  
Teaching 1st September 1978  
TEACHER of PHYSICS in  
subject to D level and  
with some combined science  
experience. The School  
Department has a well re-

**CROYDON**  
(London Borough of)  
**ASHBURNTON HIGH SCHOOL**  
Elmley Road, Croydon, Surrey  
C.R. 9 1 2

Tenable in September 1978.  
TEACHER of CHEMISTRY  
teach subjects to 16-18 year  
C.S.S. and S.S. combined  
in the Lower School. This  
Department has six well  
equipped laboratories, a resource  
adequate technical assistance  
Staff, a Nursing Technician  
and a Nurse with London  
University qualification.  
Reasonable removal options  
be combined (details in  
Notes and S.A.S. Res-  
tation form) and a return  
to the Head Teacher if an ob-  
ject is as soon as possible.

1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 26







**No examination answer sheet**

The examination course will also include a practical experience component. The course is open to all students who have completed the first two years of the Bachelor of Science in Education program. The course is open to all students who have completed the first two years of the Bachelor of Science in Education program. The course is open to all students who have completed the first two years of the Bachelor of Science in Education program.

**WILSON MANCHESTER HIGH SCHOOL**  
Farmdale Road, Wyckahawo  
Manchester, M22 4WZ  
Vacancies for occur for September  
This is an amalgamated Congre-  
gative School for boys and girls  
two of which will be temporary  
appointments.  
SUBJECTS to be covered include:  
ENGLISH, MATHEMATICS, PREACH,  
COMMERCIAL, SUBJECTS and  
teachers appointed would be assigned  
to their part in the full life of  
the school.  
**WILSON/HAM HIGH SCHOOL**  
Nail Lane, Manchester, M21 3BN  
This school of HISTORY to join  
an enthusiastic and progressive team  
situated in a pleasant suburban  
area. The successful candidate will teach  
History, Science, and Interrel.  
Mecos (Men - a course of study  
would be an advantage.  
Applications given to approved cases for permanent full-time appointments.









**HILLINGDON**  
London Borough of  
**TOWNMEAD BO**

**Heads of Department**

**HAYVERING**  
(London Borough of)  
**EDUCATION DEPARTMENT**  
**MAYLANOS** SCROUL FOR (MIL)  
(Roll: 730)  
Hedderstone Road, Hornchurch,  
RM12 4AJ  
11 to 14 Comprehensive attached to

Denney would join the Senior Management team of the school. The position sought will be expected where in policy making, be actively interested in curriculum development and be able to assist the Denney Head with time-logging.

Letters of application, enclosing curriculum vitae, in pencil, must be submitted within ten days of appearance of this advertisement.

a willingness to be involved in  
 advantage.  
 CASTLE VALE SCHOOL, Farnborough  
 Teacher of MATHEMATICS. Interest  
 in advantage, but not essential.  
 EROINGTON SCHOOL, Kingsbury  
 girls)  
 Required September:  
 Graduate teacher of PHYSICS up  
 to "A" level. The ability  
 MATHEMATICS will be an advantage.  
 FOUR OWELLING SCHOOL, Gainsborough  
 Level 4 comprehensive with about 1,100  
 Required September:  
 MASTER/MISTRESS to teach ENGLISH  
 apply.  
 Completed application forms must  
 Headmaster.

Required Saplentier :  
Teacher of CHEMISTRY—subside  
NALL GREEN SCHOOL, Stonawood  
828 9AZ  
Teacher for TECHNICAL DRAWING  
with some Coll and Mathematics.  
would be helpful.  
HOLTE SCHOOL, Wheeler Street

levels.  
ed suite of  
T.  
Off Redditch  
GEOGRAPHY  
School Social  
School, is

R.E./DOM-  
nitive Com-  
d Mode III  
a second .  
rent. Sherd

PD  
reach mainly  
OR  
d to teach  
all levels.

Considered. .  
 24 2HG  
 19th Form.  
 L. I and II.  
 24 2JP  
 C.S.E. end

and O.S.E.  
above scale  
applications  
NEW

Sleahford,  
Sixth Farm

Health 818

**Hill,**

**within the**

School. An  
an internal  
wer School  
y lo 'O'  
non Road,  
to G.S.E.,  
advantage.

Unusually  
work C.B.E.,  
expenses.

... ..

15





















DEPARTMENT  
OF EDUCATION

## FURTHER EDUCATION

Applications are invited for the undernoted posts. All candidates should have relevant industrial or commercial experience where appropriate. Teacher training would be an advantage but training can be given on an in-service basis.

### HEAD OF DEPARTMENT

Clydebank Technical College, Kilbowie Road, Clydebank G81 2AA  
Business Studies Head of Department Grade 9, £8,796  
Degree or Diploma in Business Studies

### LECTURERS

Annieleand College, Hatfield Drive, Glasgow G12 0YE

#### RELATED SUBJECTS—

Shipbuilding & Engineering

City and Guilds F.T.C. Technicians minimum.

#### CARPENTRY and JOINERY

F.T.C. Carpentry and Joinery.

Senior Lect. I

Lect. 'B'

Ayr Technical College, Dam Park, Ayr

#### ACCOUNTING & BUSINESS ADMINISTRATION

Applicants should hold a degree and/or professional qualification which will permit them to offer at least two of the following subjects: Accounting, Law, Management and will be required to teach to SHNO presentation standard.

Lect. 'B'

#### ENGLISH & GENERAL STUDIES

Degree in English. Additional qualification in a Social Studies subject will be an advantage.

Lect. 'B'

Bell College of Technology, Almada Street, Hamilton ML3 0JB

PERSONNEL MANAGEMENT & INDUSTRIAL RELATIONS Lect. 'A'  
Relevant Honours Degree and/or Member of the Institute of Personnel Management.

MARKETING AND ONE CHOSEN FROM ECONOMICS, BUSINESS AND FINANCIAL MANAGEMENT, PURCHASING Lect. 'B'

Honours Degree or equivalent in Marketing/Economics or related subjects.

#### FINANCIAL ACCOUNTING

A relevant degree and/or member of the appropriate professional body. Industrial experience would be an advantage.

Lect. 'B'

#### ORGANISATION AND MANAGEMENT TECHNIQUES

Degree and/or Professional Membership of appropriate Institution. Management experience would be an added advantage.

Lect. 'B'

The School of Building, 8 Glasgow Road, Cambuslang, Glasgow G72 7BS

#### PLUMBING

C.G.L.I. Full Technological Certificate in Building Crafts, Advanced Craft Certificate in Plumbing and considerable experience.

Lect. 'B'

Cardonald College of Further Education, 690 Mossbank Drive, Glasgow G62 3AY

#### ART & DESIGN

Diploma in Art or equivalent.

Lect. 'B'

Clydebank Technical College, Kilbowie Road, Clydebank G81 2AA

#### HAIRDRESSING

Degree in Chemistry and/or Biology.

Lect. 'B'

#### HAIRDRESSING

City and Guilds Advanced Certificate in Hairdressing.

Lect. 'B'

#### ELECTRICAL INSTALLATION

An HNC in Electrical Engineering and/or an FTC in Electrical Installation.

Lect. 'B'

#### CARPENTRY & JOINERY

FTC in Building Subjects.

Lect. 'B'

#### COMMUNITY CARE

Health Visitors Certificate.

Lect. 'B'

#### COURSE FOR MENTALLY HANDICAPPED

(1 Post Full-time and 1 Post Part-time)  
Teaching qualification and additional qualification to teach handicapped students or considerable experience of this work.

Lect. 'B'

The Technical College, Kildonan Street, Coatbridge, ML5 3LS

#### COMMERCIAL SUBJECTS

Diploma in Commerce or equivalent

Lect. 'B'

#### Senior Lecturer 'A'

£7,000-£7,500

Senior Lecturer 'B'

£4,000-£4,500

#### Salaries:

Lecturer 'A'

£7,000-£7,500

Lecturer 'B'

£4,000-£4,500

Placing on the salary scales will be given for relevant experience.

#### Senior Lect. 'A'

£7,000-£7,500

Senior Lect. 'B'

£4,000-£4,500

Placing on the salary scales will be given for relevant experience.

Forms of application and further particulars can be obtained from the College concerned to whom completed application forms should be returned not later than 30th June, 1978.  
Edward Miller, Director of Education

### CITY OF MANCHESTER

#### EDUCATION COMMITTEE

Applications are invited for the following Lecturer Grade 1 posts commencing September 1, 1978, at Colleges of Further Education in Manchester.

Application forms and further details are available from the Senior Administrative Officer at the appropriate College to whom they should be returned by June 30, 1978.

Salary scale Lecturer Grade 1, £5,182 to £8,334.

Wythenshawe College of Further Education

Moat Road, Manchester M23 9SO. Telephone 061-802 0191

Department of Horticulture  
FE13 LECTURER 1, HORTICULTURE (readvertisement)  
To assist with the teaching of principles and practice of Horticulture and related topics on full-time, part-time, day and evening courses. Applications are invited for the above post from persons with graduate, diploma, or other appropriate qualifications. Recognized teaching qualifications and/or teaching experience would be an advantage.

Department of General Studies  
FE61 LECTURER 1, LAW  
Applicants should be suitably qualified to teach Law to GCE "O" and "A" level and assist with the teaching of other related subjects, e.g. Government, General Studies.

FE63 LECTURER 1, HISTORY  
A graduate trained teacher is required to teach Modern History/Economics History to GCE "A" and "O" level. Assistance with the teaching of General Studies or another subject may be required.

Department of Science  
FE64 LECTURER 1, PHYSICS  
The work of the Department includes teaching of the subject up to GCE "A" level standard. Applicants should possess a degree in Physics and preferably a teaching qualification. The ability to teach Mathematics to "O" level standard would be an advantage.

FE65 LECTURER 1, PHYSICS (Temporary, one year)  
To teach the subject up to GCE "A" level standard. Applicants should possess a degree in Physics and the ability to teach Mathematics to "O" level standard would be an advantage.

FE66 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE67 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE68 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE69 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE70 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE71 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE72 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE73 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE74 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE75 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE76 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE77 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE78 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE79 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE80 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE81 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE82 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE83 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE84 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE85 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE86 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE87 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE88 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE89 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE90 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE91 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE92 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE93 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE94 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE95 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE96 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE97 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE98 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE99 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.

FE100 LECTURER 1, BIOLOGY AND GENERAL SCIENCE  
To teach Biology and/or Human Biology up to and including GCE "A" level, but with a particular interest in Science as a component of General Education courses.



### BURY METROPOLITAN COLLEGE OF FURTHER EDUCATION

Applications are invited for the following vacancies which arise from September 1, 1978—

Department of General and Adult Education

#### LECTURER 1 IN

#### GENERAL STUDIES

To join a Team of Teachers responsible for the subject throughout the College. In addition there will be the opportunity to contribute to the teaching of Sociology and Welfare and Society for the GCE examinations.

Applicants should be Graduates in an appropriate field with Teachers' Certificate and industrial or commercial work experience.

Department of Business Studies

#### LECTURER 1 IN

#### SECRETARIAL STUDIES

To teach Shortland (Pitman 2000), Typewriting and English to full-time and part-time Secretarial Courses.

Applicants should hold appropriate qualifications with Teachers' Certificate, and experience in commerce and/or industry would be an advantage.

Department of Catering and Community Studies

#### LECTURER 1 IN

#### ACCOMMODATION OPERATIONS

To teach practical and theoretical aspects of accommodation operations and control to a variety of courses.

The qualifications and experience of the appointee should indicate an ability to teach accommodation and establishment maintenance subjects in the context of Hotels and Public Sector establishments.

Salary in each case, subject to qualifications and experience, within the range £3,192 to £5,334 per annum.

Application forms and further details from Director of Education, Alhambra House, Market Street, Bury, BL9 0BN, to whom applications should be returned not later than June 30, 1978.

### SCHOOL OF TECHNOLOGY AND DESIGN

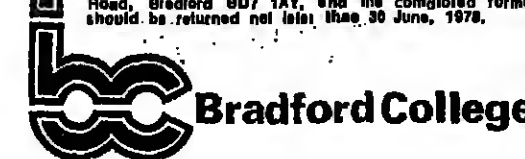
#### SENIOR LECTURER IN FASHION

The successful applicant will be responsible for the fashion area which is contained within the three-year full-time College Diploma Course in Art and Design and the two-year YCFCE Course in Fashion. Application has been made to the CMAA for validation of a degree course which is expected to start in September 1978 and to which the person appointed will be asked to make a major contribution.

Candidates should possess an appropriate qualification such as A.N.C.A., D.E.S.C.A. or B.A. (Fashion) or equivalent, and have suitable experience, preferably in education and/or industry.

The salary for this post will be in accordance with the Burnham Scale of Salaries for Teachers in Establishments for Further Education, Senior Lecturer Grade, £5,182 to £8,334 (1978-79).

Application forms and further particulars are available from Staffing Officer, Bradford College, Great Horton Road, Bradford BD7 1AY, and the completed forms should be returned not later than 30 June, 1978.



### SHEFFIELD EDUCATION

#### STANNINGTON COLLEGE—SHEFFIELD

Myers Grove Lane, Sheffield, S6 5JL

#### DEPARTMENT OF FABRICATION, WELDING AND AUTOMOBILE ENGINEERING

Applications are invited for the following posts:

#### LECTURER GRADE 1 in Vehicle Body Subjects

Required for September 1st or as soon as possible thereafter to teach Vehicle Body subjects on City and Guilds 385 Parts I & II and RTTB Integrated Training courses Stages I & II. Applicants should have sound industrial experience in light vehicle body repair, body building and hold appropriate qualifications and ideally be teacher trained.

Further particulars and application forms may be obtained from the Chief Administrative Officer (Ref. JM) on receipt of a stamped addressed envelope, to whom it should be returned within 14 days of the appearance of this advertisement.

Applicants should indicate for which post they are applying.

### CITY OF BIRMINGHAM

#### Education Department

#### FURTHER EDUCATION

BOURNVILLE COLLEGE OF FURTHER EDUCATION

Etchell Road South, Birmingham B31 2AJ

Telephone 021 478 8211

Applications are invited for the following short-term posts—

LECTURER 1 for Health Science Courses to August 31, 1980.  
LECTURER 1 in Library and Numeracy to August 31, 1980.  
LECTURER 1 in Business Studies (Commerce, Bookkeeping, Office Practice) to August 31, 1978.

LECTURER 2 for work with the educationally handicapped. This is a permanent appointment.

BROOKLYN TECHNICAL COLLEGE  
Aldridge Road, Great Barr, Birmingham B44 8NE  
Telephone 021 366 3643

COLLEGE LIAISON OFFICER is required to commence duties on September 1, 1978, or at an agreed date thereafter. The person appointed will be required to undertake a wide range of liaison duties in connection with industrial/commercial organizations and educational institutions with which the College is associated.

Applicants should hold academic or professional qualifications of good standing and have had significant experience in both industry/commerce and education.

LECTURER 1 IN BUILDING  
The person appointed will be required to teach Building Subjects having an academic base e.g. Construction Science, Mathematics, etc. duties to commence in September, 1978. The appointee should have a degree, HND or HNC in Building, with suitable industrial experience.

Salary scales for the above posts—  
Lecturer 1, £3,192 to £5,334 (by 14 increments) with additions for approved qualifications and experience.  
Lecturer 2, £4,101 to £5,950 (by 8 increments).

Application forms and further particulars obtainable from the Principal of the appropriate College to whom they should be returned, as soon as possible.

There is a scheme for assistance with removal expenses.

BIRMINGHAM  
CITY COUNCIL

### Redbridge Technical College

Little Heath, Romford, Essex

Telephone: 01-599 5231

Principal: A. G. Hall, BSc(Econ), DPA, FCIS, CertEd

#### Required from 1st September Lecturers 1 in:

Home Economics, Maths/  
Computer Science,  
Bookkeeping & Allied  
Subjects, Economics/  
Law, Mechanical  
Engineering/Welding

Application forms and further particulars are available from the Principal at the above address.



### LECTURER IN COMPUTER SCIENCE £3,500 - £4,500

London School of Accountancy, which is the leading private sector college undertaking full and part-time accountancy tuition, seeks a young graduate in Computing Science to assist with courses. Duties will involve preparation of course material for the Cost and Management Accountants and Certified Accountants examinations, and dealing with small groups of students and generally assisting the Head of Faculty with the running of that Department. The School's premises are in the Euston Centre.

Write with full cv to: John Granter, Director of Studies, LSA (Full-Time Courses) Ltd, 17, Longford Street, London NW1 3PX.

### Lancashire County Council

#### Further Education

Forms/further details from/returnable to:  
The Principal at the College  
Closing date: 28th June, 1978—s.e.e., please

#### The Nautical College Broadwater, Fleetwood

### LECTURER 1/ HOSTEL WARDEN

(in Nautical or General Studies)

Appropriate professional and/or academic qualifications

£3192-£5334 + £210 allowance

### WELL COLLEGE OF FURTHER EDUCATION

Principal: A. Tuck, B.Sc., C.Eng., M.I.E.E., M.I.E.R.E.

#### Department of Business Studies

Required for 1st September, 1978,



















## ACADEMIA BRITANICA CUSCATLECA

San Salvador, El Salvador,  
Central America

Applications are invited for the following posts for January, 1978. Candidates should be qualified teachers, single or married teaching couples.

(1) **Head of Infants**  
Experience of 3-7 age range and in a post of responsibility essential. TEFL experience and knowledge of Spanish desirable.

(2) **Infant Teachers**  
(2 posts.)

(3) **Junior Teacher**

(4) **Teacher of English**

To 'O' level—Graduate to teach English in the secondary department. Experience in TEFL and library organisation desirable. Geography or History preferred as secondary subject.

(5) **Teacher of Physics**

To 'O' level—Physics graduate/college trained teacher who is able to offer another science as second subject or who has experience of teaching combined science.

(6) **Head of PE Department**

To teach PE throughout the school. Ability to coach swimming and tennis desirable. Organisational ability and a willingness to undertake out of school activities required. The School has an enrolment of 675 pupils, boys and girls aged 3-18 years, increasing annually until 1980. The premises are purpose-built on a 10-acre site on the outskirts of the city.

Two-year contract, renewable. Return air fares, medical expenses and UK Superannuation contribution plus £160 baggage allowance. Total annual remuneration in local currency equivalent to approximately £4,350 to £9,350 depending upon qualifications and experience. Salvadoran income tax approximately 7%.

Further particulars and application forms from Overseas Educational Appointments Department, British Council, 85 Cavendish Street, London, W1, Closing date 4 July. Interviews will be held in the week beginning 24 July and the Headmaster (designate) will be present. 78 PG 96-102

## GAILER PENNY AND ASSOCIATES LTD EGYPT

National Centre for  
Training and Employment

Applications are invited for posts in a new three-year project based in Cairo for the training of skills workers in engineering, construction, electrical installation, motor vehicle work, welding, secretarial and allied fields. Initially the work will involve syllabus and course writing, instructor training, development of equipment lists and eventually the practical training of ex-secondary school students in basic skills.

A total of 12 expatriate staff are to be recruited and the first posts offered are:

**GP1 Deputy Director Experience in FE/TSA**

Manpower planning; instructor training; Project Management. £14,100 p.a. + £13,400 F.S.A.; 2-3 year contract.

**GP2/3 Experts in Instructor Training**

Experience in Training Instructors for Craft Level Teaching, Curriculum Development, Basic Skills, Course Writing and Correspondence Schools Methods. Engineering or Construction background training. £11,400 p.a. + £2,800 F.S.A.; 2-year contract.

**GP4/5 Experts in Craft Teaching**

Experience in FE/TSA industry in teaching basic skills, general engineering workshop, welding and plumbing/pipe fitting. £11,400 p.a. + £2,800 F.S.A.; 2-year contract.

**GP6 Experts in Audio Visual Aids**

Teacher Training experience secondary or craft/technical level. A.V. experience in college of education or polytechnic. Other media experience in Broadcasting, Journalism an advantage. £11,400 p.a. + £2,800 F.S.A.; 2-year contract.

Travel economy class for expert and dependants. Home leave after two years or at end of contract. Housing supplement for rental in excess of US\$500 per month. Sick leave and insurance benefits. Repatriation expenses. Installation allowance at US\$45 per day for first 30 days. 15% Retention bonus at end of contract. Egyptian tax payable on satisfactory completion of contract.

Consultants' Contract appointments of 3 to 6 months are also offered in the following specialist areas:

1/ Trade Training  
2/ Intermediate Technology  
3/ Minimum Employable Skills  
4/ Manpower Planning

Fees £1,350 per month + £5.50 p.m.p. + £225, plus subsistence at US\$25 per day, travel, medical, class and insurance. Overseas experience an advantage in all cases.

Apply in duplicate, stating age, qualifications and employment in the past 10 years with names of two professional referees, to Gailer Penny and Associates Limited, 101 High Street, Bromley, Kent BR1 1NN. Closing date for applications, July 4, 1978.

## OVERSEAS Appointments continued

**GERMANY**  
THANKS TO INTERNATIONAL  
CO-OPERATION OF THE MIDDLE  
EAST  
Applications are invited for the  
position of **Headmaster** of the  
Middle School (grades 7-12) and  
primary school (grades 1-6) in  
Munich. Applicants should possess  
experience in teaching in a  
school of this type and preferably  
some administrative experience. The  
post is a semi-administrative and  
teaching post with a view to  
advancement. Applications to: The  
German Consulate, 101 High Street,  
Bromley, Kent BR1 1NN. Closing date  
July 4, 1978.

**IRAN**  
International Centre for the  
Study of the Middle East  
The Centre is seeking a **Headmaster**  
for its **Primary School** (grades 1-6) and  
its **Secondary School** (grades 7-12).  
The Centre is a semi-administrative  
and teaching post with a view to  
advancement. Applications to: The  
German Consulate, 101 High Street,  
Bromley, Kent BR1 1NN. Closing date  
July 4, 1978.

**ALGERIA**  
Two **English Masters** for  
teaching in the **Primary School**  
(grades 1-6) and the **Secondary School**  
(grades 7-12). The Centre is a  
semi-administrative and teaching  
post with a view to advancement.  
Applications to: The German  
Consulate, 101 High Street,  
Bromley, Kent BR1 1NN. Closing date  
July 4, 1978.

**ITALY**  
AMERICAN ASSOCIATION  
The Association is seeking a **Headmaster**  
for its **Primary School** (grades 1-6) and  
its **Secondary School** (grades 7-12).  
The Association is a semi-administrative  
and teaching post with a view to  
advancement. Applications to: The  
German Consulate, 101 High Street,  
Bromley, Kent BR1 1NN. Closing date  
July 4, 1978.

**FRANCE**  
The French Ministry of Education  
is seeking a **Headmaster** for its  
**Primary School** (grades 1-6) and  
its **Secondary School** (grades 7-12).  
The Ministry is a semi-administrative  
and teaching post with a view to  
advancement. Applications to: The  
German Consulate, 101 High Street,  
Bromley, Kent BR1 1NN. Closing date  
July 4, 1978.

**SPAIN**  
The Spanish Ministry of Education  
is seeking a **Headmaster** for its  
**Primary School** (grades 1-6) and  
its **Secondary School** (grades 7-12).  
The Ministry is a semi-administrative  
and teaching post with a view to  
advancement. Applications to: The  
German Consulate, 101 High Street,  
Bromley, Kent BR1 1NN. Closing date  
July 4, 1978.

**FINLAND**  
The Finnish Ministry of Education  
is seeking a **Headmaster** for its  
**Primary School** (grades 1-6) and  
its **Secondary School** (grades 7-12).  
The Ministry is a semi-administrative  
and teaching post with a view to  
advancement. Applications to: The  
German Consulate, 101 High Street,  
Bromley, Kent BR1 1NN. Closing date  
July 4, 1978.

**ITALY**  
The Italian Ministry of Education  
is seeking a **Headmaster** for its  
**Primary School** (grades 1-6) and  
its **Secondary School** (grades 7-12).  
The Ministry is a semi-administrative  
and teaching post with a view to  
advancement. Applications to: The  
German Consulate, 101 High Street,  
Bromley, Kent BR1 1NN. Closing date  
July 4, 1978.

**TEACHING  
ENGLISH ABROAD**  
If you wish to teach English  
abroad, please contact us for  
details. We can help you find a  
position in any of the following  
countries: Argentina, Brazil, Chile,  
Colombia, Costa Rica, Cuba, Ecuador,  
El Salvador, Guatemala, Honduras,  
Mexico, Nicaragua, Panama, Paraguay,  
Peru, Puerto Rico, Uruguay, Venezuela.

**TEACHING  
ENGLISH ABROAD**  
If you wish to teach English  
abroad, please contact us for  
details. We can help you find a  
position in any of the following  
countries: Argentina, Brazil, Chile,  
Colombia, Costa Rica, Cuba, Ecuador,  
El Salvador, Guatemala, Honduras,  
Mexico, Nicaragua, Panama, Paraguay,  
Peru, Puerto Rico, Uruguay, Venezuela.

**TEACHING  
ENGLISH ABROAD**  
If you wish to teach English  
abroad, please contact us for  
details. We can help you find a  
position in any of the following  
countries: Argentina, Brazil, Chile,  
Colombia, Costa Rica, Cuba, Ecuador,  
El Salvador, Guatemala, Honduras,  
Mexico, Nicaragua, Panama, Paraguay,  
Peru, Puerto Rico, Uruguay, Venezuela.

**TEACHING  
ENGLISH ABROAD**  
If you wish to teach English  
abroad, please contact us for  
details. We can help you find a  
position in any of the following  
countries: Argentina, Brazil, Chile,  
Colombia, Costa Rica, Cuba, Ecuador,  
El Salvador, Guatemala, Honduras,  
Mexico, Nicaragua, Panama, Paraguay,  
Peru, Puerto Rico, Uruguay, Venezuela.

**TEACHING  
ENGLISH ABROAD**  
If you wish to teach English  
abroad, please contact us for  
details. We can help you find a  
position in any of the following  
countries: Argentina, Brazil, Chile,  
Colombia, Costa Rica, Cuba, Ecuador,  
El Salvador, Guatemala, Honduras,  
Mexico, Nicaragua, Panama, Paraguay,  
Peru, Puerto Rico, Uruguay, Venezuela.

**TEACHING  
ENGLISH ABROAD**  
If you wish to teach English  
abroad, please contact us for  
details. We can help you find a  
position in any of the following  
countries: Argentina, Brazil, Chile,  
Colombia, Costa Rica, Cuba, Ecuador,  
El Salvador, Guatemala, Honduras,  
Mexico, Nicaragua, Panama, Paraguay,  
Peru, Puerto Rico, Uruguay, Venezuela.

**TEACHING  
ENGLISH ABROAD**  
If you wish to teach English  
abroad, please contact us for  
details. We can help you find a  
position in any of the following  
countries: Argentina, Brazil, Chile,  
Colombia, Costa Rica, Cuba, Ecuador,  
El Salvador, Guatemala, Honduras,  
Mexico, Nicaragua, Panama, Paraguay,  
Peru, Puerto Rico, Uruguay, Venezuela.

**TEACHING  
ENGLISH ABROAD**  
If you wish to teach English  
abroad, please contact us for  
details. We can help you find a  
position in any of the following  
countries: Argentina, Brazil, Chile,  
Colombia, Costa Rica, Cuba, Ecuador,  
El Salvador, Guatemala, Honduras,  
Mexico, Nicaragua, Panama, Paraguay,  
Peru, Puerto Rico, Uruguay, Venezuela.

**TEACHING  
ENGLISH ABROAD**  
If you wish to teach English  
abroad, please contact us for  
details. We can help you find a  
position in any of the following  
countries: Argentina, Brazil, Chile,  
Colombia, Costa Rica, Cuba, Ecuador,  
El Salvador, Guatemala, Honduras,  
Mexico, Nicaragua, Panama, Paraguay,  
Peru, Puerto Rico, Uruguay, Venezuela.

**TEACHING  
ENGLISH ABROAD**  
If you wish to teach English  
abroad, please contact us for  
details. We can help you find a  
position in any of the following  
countries: Argentina, Brazil, Chile,  
Colombia, Costa Rica, Cuba, Ecuador,  
El Salvador, Guatemala, Honduras,  
Mexico, Nicaragua, Panama, Paraguay,  
Peru, Puerto Rico, Uruguay, Venezuela.

## MINISTRY OF DEFENCE

**Senior Primary School  
Appointments in Federal  
Republic of Germany  
for January 1979**

Applications are invited from appropriately qualified  
and experienced teachers for the following posts:

**HEADSHIPS**  
BARNES WALLIS FIRST SCHOOL, Buggen (Group 6)  
HAIG SCHOOL, Buggen (Group 6)  
HEMER PRIMARY SCHOOL, Hemer (Group 6)  
ROBERT DROWNING FIRST SCHOOL, Sennelager (Group 6)  
WELINGTON FIRST SCHOOL, Osnabrück (Group 6)  
WOLFENBUTTEL PRIMARY SCHOOL, Wolfenbüttel (Group 5)  
ST DAVID'S JUNIOR SCHOOL, Rhinoldshausen (Group 5)

**DEPUTY HEADSHIPS**  
LIPPSTADT PRIMARY SCHOOL, Lippstadt (Group 6)  
LANGEWALD PRIMARY SCHOOL, Langeland (Group 5)  
LINDOLN PRIMARY SCHOOL, Linsell (Group 5)  
ST ANDREW'S INFANT SCHOOL, Rhinoldshausen (Group 4)

The Service Children's Schools abroad cater for the  
families of British Servicemen and sponsored civilians,  
temporarily absent from the United Kingdom.  
SALARY is in accordance with the 1975 Burnham  
scales. In addition the 1970 and 1977 Pay  
supplements plus the London Allowance of £402, is  
payable. Foreign Service Allowance a tax-free  
allowance is payable. Superannuation normal rights  
are safeguarded. Accommodation is rent free or an  
allowance towards the rent is payable. Duration of  
Engagement initially for a period of three years.  
All applicants should normally be resident in the  
United Kingdom. Teachers do not normally serve in  
Service Children's Schools abroad after the age of 50  
and therefore the preferred age is under 47 years at  
the commencement of the engagement.  
Requests for application forms and further details  
about each post should be made on a postcard to:-  
Ministry of Defence,  
CM(S)4L, Room 343,  
Lancaster House,  
Theobalds Road,  
London, WC1X 8RY

or by telephone on 01-430 6388 or 01-430 8867.  
The closing date for completed application forms  
is 30 June, 1978.

**OVERSEAS  
DEVELOPMENT**  
KNOW-HOW vital to developing countries

**One Primary Teacher/One Secondary  
Teacher (Husband and Wife Team)**  
Falkland Islands

Will be to teach general subjects at lower primary level; husband to teach either Basic Studies and general subjects or Craft and general subjects, at Secondary level. Both will be required to contribute fully to extra-curricular activities and undertake boarding duties. Applications are invited from married couples aged between 22-45 years. Both partners should be trained certificated teachers with at least two years' experience at the required level. Experience of youth work and/or Duke of Edinburgh Award Scheme would be an advantage. Appointment 24/36 months. Salary (per person) in range £3,968-£5,848 p.a. which includes an allowance, normally tax-free, in range £225-£2,154 p.a. Terminal gratuity of 15% of basic salary payable in certain circumstances. Ref. 3153.

**Secondary Education—  
Mathematics/Science**  
Lesotho

To teach Mathematics and Science (Chemistry/Biology/Physics) to Cambridge Overseas School Certificate (C.O.S.C.) level. Applicants should have a Degree in either Mathematics or a Science subject and a Teaching Certificate, plus minimum of two years' experience of teaching Mathematics and/or Science up to C.O.S.C. level. Appointment 30/36 months. Salary in range £4,481-£7,089 p.a. which includes an allowance (currently under review), normally tax free, in range £1850-£3252 p.a. Terminal gratuity 25% of basic salary. Ref. 3153.

Other benefits include free family passage, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £1,500 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply, clearly indicating which post is being applied for, and giving details of age, qualifications and experience to:-  
Appointments Officer,  
MINISTRY OF OVERSEAS DEVELOPMENT,  
Room 301, Eland House,  
Stamford Place, London SW1E 5EH.

**HELPING NATIONS HELP THEMSELVES**

## EDUCATION DEPARTMENT

## Careers Officer

£2,529-£3,282 + up to £491 Supplement

Preference will be given to persons who hold the Diploma of the Youth Employment Service Training Board or the Diploma in Vocational Guidance for whom the minimum commencing salary will be £2,691.

Application forms and further details from the Establishment Officer, Town Hall, Bamsley. Closing date June 30, 1978.

## BARNESLEY

METROPOLITAN BOROUGH COUNCIL

## CITY OF COVENTRY Education Department

## SPECIALIST CAREERS OFFICER

£3,925 to £4,985 or £4,230 to £4,845 or £4,989 to £4,992 plus supplements

This is a specialist post within a team of four officers responsible for providing careers guidance to students aged 18 to 19-plus in schools and colleges and to other adults. Applicants should be graduates with previous experience of careers work. Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry. Telephone: Coventry 25555, extension 2292. Returnable by June 30, 1978.

**coventry**

## Careers Service CAREERS OFFICER

required to assist with the professional work of the Service in the Borough. Applicants are invited from candidates already trained, qualified and employed in the service, or from unsponsored students completing Careers Guidance Diploma Courses in June/July 1978. The commencing salary for this appointment is within the AP4 Scale—£4,161 to £4,507 p.a. inclusive.

Application forms can be obtained from the Administration Manager, Room 708, Great Hall, High Road, Wembley, Middlesex, and should be returned by 30 June 1978. Telephone: 01-803 0371 124 hour Answerphone service. Reference No. E/88 must be quoted.

**London Borough of  
BRENT**

## City of Sheffield

Education Department

## CAREERS OFFICER

(Deputy Team Leader)

AP5—£4,343-£4,615 (including supplements)  
(1) Northern Area based on Newton.  
(2) Eastern Area based on Rugby.  
Salary scale £3,925-£5,848 plus 12 to 18 (at present) £4,750 to £5,848 inclusive of Phases 1 and 2 Supplements; salary award under negotiation.  
Candidates should be qualified (IMA Diploma, degree in appropriate discipline, HND in Institutional Management, final examination of the HCIMA, or equivalent) and have substantial experience in large-scale catering.  
A settling-in allowance of up to £700 is payable in approved circumstances and assistance with housing for a short time is possible.  
Further particulars and application forms obtainable from the County Education Officer, 22 Northgate Street, Warwick CV34 4BP, to whom they should be returned within 14 days of the appearance of this advertisement (S.A.E. please). This is a recruitment and previous applicants need not re-apply.

Application forms and further particulars from the Chief Education Officer (quoting ref. ST/ECW), Education Department, Leopold Street, Sheffield S1 1RT, to whom completed applications should be returned within 10 days of the appearance of this advertisement.

## District Health Education Officer

£4882-£5857 p.a.

A District Health Education Officer is required to manage the Health Education Service.

The appointment carries responsibility for all aspects of Health Education in the District and involves formulating and implementing policy, liaison with schools, colleges and public organisations, arranging courses, seminars and campaigns and monitoring results.

Applicants should have at least five years' experience in Health Education or other similar work at senior level. A Diploma in Health Education would be an advantage.

Application forms and job description can be obtained from the District Personnel Officer, Lewisham Hospital, Lewisham High Street, London, SE13 (01-690 4311, Ext. 344). Closing date: 30th June, 1978.

**Lewisham  
Health District**

## EDUCATION DEPARTMENT

## PROFESSIONAL ASSISTANT (SCHOOLS)

AP 5 £4422-£4692 plus 5%

Required in the Schools Division. The post is designed to provide training for suitably qualified (graduate or equivalent) candidates entering from teaching or already in local government service. Application forms and further details obtainable from Director of Education, The Grove, Carshelton, Surrey. Tel. 01-681 5749. Closing date 30th June, 1978.

## LONDON BOROUGH OF SUTTON

## Oxfordshire County Council

## EDUCATION DEPARTMENT PROFESSIONAL ASSISTANT SCHOOLS DIVISION

Salary on Scale PO IC (£5,512-£6,057 inclusive, per annum)

Applicants are invited from Honorary Graduates of a British University, preferably with teaching experience and administrative experience in a local authority education department, for the post of Professional Assistant.  
The post, based in Oxford, offers an interesting range of duties and provides scope for candidates to gain good experience of administration.  
Essential car user allowance, disturbance and removal allowances payable.

Application forms and further particulars obtainable from the Personnel Officer, Oxfordshire County Council, County Hall, New Road, Oxford OX1 1NA, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

## WARWICKSHIRE COUNTY COUNCIL COUNTY EDUCATION DEPARTMENT

## SCHOOL MEALS ORGANISER

Applicants are invited for two posts of School Meals Organiser:

(1) Northern Area based on Newton.  
(2) Eastern Area based on Rugby.  
Salary scale £3,925-£5,848 plus 12 to 18 (at present) £4,750 to £5,848 inclusive of Phases 1 and 2 Supplements; salary award under negotiation.  
Candidates should be qualified (IMA Diploma, degree in appropriate discipline, HND in Institutional Management, final examination of the HCIMA, or equivalent) and have substantial experience in large-scale catering.  
A settling-in allowance of up to £700 is payable in approved circumstances and assistance with housing for a short time is possible.  
Further particulars and application forms obtainable from the County Education Officer, 22 Northgate Street, Warwick CV34 4BP, to whom they should be returned within 14 days of the appearance of this advertisement (S.A.E. please). This is a recruitment and previous applicants need not re-apply.

## Careers Officer

£3,395-£3,773 (includes supplements)

## WORKINGTON

Cumbria County Council invites applications from men and women, for the above vacancy, who possess either a Degree Diploma in Careers Guidance, or equivalent qualification, and preferably have completed a course of professional training for the Careers Service.

The starting salary will be according to age, experience and qualifications. Assistance with Removal and Disturbance in certain cases.

Further details and application form, returnable by 30 June, from Director of Education, 5 Portland Square, Carlisle CA1 1PU.

**Cumbria  
Education**

## CAREERS SERVICE

Careers Advisers Salary AP 3/4/5 £2922-£4095 + Supplements of £312 + 5% (max. £208.56).

Successful applicants will hold the Diploma in Careers Guidance or exceptionally other appropriate qualifications and experience.

Initial appointments are made on AP3 but there is a new scheme giving the possibility of progression to AP5 in accordance with qualifications and experience. The Birmingham Service uses advanced techniques, including aptitude testing, and provides services to Polytechnic and Further Education students.

Candidates, male/female, may obtain further particulars and application forms (returnable by 30th June, 1978) from the Chief Education Officer, Personnel Division, Education Offices, Margaret Street, Birmingham B3 3BU.

Canvassing will disqualify.

## BIRMINGHAM CITY COUNCIL

## LOTHIAN REGIONAL COUNCIL

## DEPARTMENT OF EDUCATION

## ASSISTANT DIVISIONAL EDUCATION OFFICER

## MIDLOTHIAN DIVISION

Applications are invited from suitably qualified candidates for this senior post in the Department of Education. The current salary scale is £3,516-£8,037 (plus supplements) on a four increment scale. The essential requirements for this post are appropriate teaching experience and a sound knowledge of administrative procedures.

Application forms and further particulars may be obtained from the Director of Education, Division 2 (Personnel), Lothian Regional Council, 40 Teviot Place, Edinburgh EH3 4JL.

The closing date for applications is 30th June, 1978.

## Doncaster Metropolitan Borough Council

Legal and Administrative Services

## Senior Training Officer

(SOCIAL SERVICES) SO2

£4,989 to £4,992 plus £250 supplement

Four years since reorganisation has seen a rapid development of training in the Social Services. Many staff training programmes are well established and there has been considerable development in more advanced training. Following the introduction of the new Senior Training Officer is needed to build on the existing programme made so far. Training is extremely well supported in managerial and financial terms and there is great scope for development. The person appointed will have a staff of four Training Officers, two of whom work on CSE Training to assist in the training activities.

Applicants must have CQSW and a thorough knowledge of Social Work Education and Training. Candidates with housing and removal expenses in appropriate cases, casual user car allowance.

Application forms and further details from Chief Executive's Personnel Section, 2 Priory Place, Doncaster, telephone 20321. Closing date July 4.







## Edward Arnold (Publishers) Limited

Educational Representative: N. W. England

The Education Department requires a representative to promote its very wide-ranging list of Secondary Schools and other relevant Educational Institutions in this important territory.

The successful applicant will be young and energetic, and a sympathetic knowledge of current educational practice may well hold more weight than direct experience.

The salary is negotiable: a company car and expenses will be provided.

Please write, giving full details of age, qualifications, work experience and current salary to: Michael Soper, Edward Arnold (Publishers) Limited, 41, Bedford Square, London WC1B 3DP.



## AUDIO VISUAL REPRESENTATIVE

Scotland and North East England

Mary Glasgow Publications Ltd, leading educational publishers, need a young, highly motivated person (preferably with some experience of teaching or experience as an MRO) to join their rapidly expanding audio visual department.

Responsibilities will include sales and promotion of EAV (Educational Audio Visual) sound filmstrips and the MGP range of manazinea and audio visual aids in Scotland, NE England and E Yorkshire.

An appropriate salary, car and good fringe benefits will be provided.

Apply in writing with curriculum vitae to Barbara Hall.

**MGP**

140 Kensington Church Street, London, W8 4BN.

**eav**

## LONDON BOROUGH OF BRENT EDUCATION COMMITTEE

## SUPPLY TEACHERS

Required immediately to take posts on the Authority's Panel of Secondary Supply Teachers. Teachers offering any subject will be considered. Preference is given to those with completed probation and have experience in multi-cultural schools. A limited number of posts are also available for Primary Supply Teachers.

Salary payable on Scale 1 at a daily rate of 1/200th of annual salary including London Allowance (and Social Priority or Special Schools Allowance where applicable).

Application forms (foolscap S.A.E.) available from and returnable to Director of Education (Brent/RY), PO Box 1, Chesham House, 8 Park Lane, Wembley HA9 7HY.

## Schools Sales Representative for Publishing House

Holt Rinehart & Winstone, Ltd. publishes a wide range of School Sales Representatives for the north of England, to commission and sell Holt Rinehart & Winstone's books.

The successful applicant will be experienced in promoting and selling Holt Rinehart & Winstone's books to both the primary and secondary school markets. This will include extensive and giving product demonstrations at schools and conferences.

Applicants should be prepared to travel away from home and must possess a current driving licence. The salary range will be £2,000-£4,000 p.a. and a company car will be provided. A pension scheme is also included, as are other benefits normally associated with a large, forward-looking, international company.

For a job description and application form please contact Ian McIntyre, Director of Marketing at the address below or on 0830 688 221, ext. 227.

Holt Rinehart & Winstone, Ltd. 1, St. Anne's Road, Eastbourne, East Sussex BN21 3UN.

## ANCILLARY SERVICES Appointments continued

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

## ANCILLARY SERVICES Appointments continued

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

## ANCILLARY SERVICES Appointments continued

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

## ANCILLARY SERVICES Appointments continued

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.

**SANDWELL** (Metropolitan Borough) (1978-79) or as soon as possible thereafter.



